

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

SÁCH HỌC SINH

TẬP HAI

# 10

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TÌM KIẾM TÀI LIỆU MIỄN PHÍ



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

PEARSON

## **BỘ GIÁO DỤC VÀ ĐÀO TẠO**

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HOÀNG VĂN VÂN (Tổng Chủ biên) – HOÀNG THỊ XUÂN HOA (Chủ biên)

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Với sự cộng tác của DAVID KAYE



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**TÌM KIẾM TÀI LIỆU MIỄN PHÍ**

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## LỜI NÓI ĐẦU

**Tiếng Anh 10, Tập Hai** là cuốn sách tập hai được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh thí điểm cấp Trung học phổ thông do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 5209/QĐ-BGDĐT ngày 23 tháng 11 năm 2012, tiếp theo Chương trình tiếng Anh Tiểu học và Chương trình tiếng Anh Trung học cơ sở. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh, thông qua sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp), phát triển năng lực giao tiếp bằng tiếng Anh dưới bốn hình thức nghe, nói, đọc và viết. **Tiếng Anh 10** chủ trương lấy **HỌC** làm trung tâm, trong đó học sinh là chủ thể của quá trình dạy - học, giáo viên là người hướng dẫn, người tổ chức các hoạt động trên lớp, giúp học sinh giao tiếp có hiệu quả. Trong **Tiếng Anh 10**, tâm lí lứa tuổi của học sinh và các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh và các nước trong khu vực, được coi trọng.

**Tiếng Anh 10, Tập Hai** được biên soạn xoay quanh ba chủ điểm (theme) gần gũi với học sinh: *Our Society*, *Our Environment* và *Our Future*. Mỗi chủ điểm được thể hiện ở một đến ba đơn vị bài học (Unit) tương ứng với các chủ đề (topic) gợi ý trong Chương trình. Sau mỗi hai hoặc ba đơn vị bài học là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

**Tiếng Anh 10, Tập Hai** được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy và học tiếng Anh trong trường phổ thông ở Việt Nam. Sách nhận được sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Nhà xuất bản Pearson.

Nhóm tác giả rất mong nhận được những ý kiến đóng góp của các nhà giáo, các bậc phụ huynh, các em học sinh và đồng đảo bạn đọc quan tâm để sách được hoàn thiện hơn trong các lần in sau.

**Các tác giả**

# BOOK MAP

UNIT	Topic	Vocabulary	Pronunciation	Grammar
<b>Unit 6</b>	<b>Gender Equality</b>	Words and phrases related to gender equality	Stress in two-syllable words	The Passive voice with modals
<b>Unit 7</b>	<b>Cultural Diversity</b>	Words and phrases related to traditions, cultural characteristics and superstitions	Stress in two-syllable words with derivatives	- Comparative and superlative adjectives - Articles
<b>Unit 8</b>	<b>New Ways to Learn</b>	Words and phrases related to - Electronic devices that can help us learn - Using the Internet to learn English	Stress in three-syllable adjectives and verbs	Relative clauses: defining and non-defining clauses with 'who', 'that', 'which' and 'whose'
<b>REVIEW 3</b>				
<b>Unit 9</b>	<b>Preserving the Environment</b>	Words and phrases related to environmental impacts and ways to protect the environment	Stress in three-syllable nouns	Reported speech
<b>Unit 10</b>	<b>Ecotourism</b>	Words and phrases related to the importance, benefits and principles of ecotourism	Stress in words of more than three syllables	Conditional sentences types 1 and 2
<b>REVIEW 4</b>				



Reading	Speaking	Listening	Writing	Culture	Project
Reading for general ideas and specific information about gender equality in employment	Talking about equal job opportunities	Listening for specific information about wage discrimination	Writing about the disadvantages of working mothers	Gender equality in the United Kingdom	Do a survey about gender equality in the class / school
Reading for specific information about superstition in Viet Nam	Comparing traditions and customs in two countries and discuss those of Viet Nam	Listening for specific information about the wedding traditions of a small community in the USA	Writing about some typical characteristics of the Vietnamese people	Gift-giving in the UK and the ideas of success in the USA and in Viet Nam	Prepare a presentation about some aspects of Vietnamese culture
Reading for general ideas and specific information about new ways to learn English	Talking about how electronic devices can help us learn	Listening for specific information about instructions on how to access and use online English language materials	Writing about the advantages of electronic devices as learning tools	New ways to learn in the USA	Do a survey to find out how students use electronic devices to learn English
Reading for general ideas and specific information about threats to the natural environment	Talking about the environmental impacts of human activities	Listening for gist and specific information in a student's talk on environmental impacts and their effects	Writing about environmental problem and give some practical advice on how to preserve the environment	The World Wide Fund for Nature (WWF)	Prepare a presentation about environmental problems of the local area and an action plan to deal with them
Reading for general ideas and specific information about the benefits and principles of ecotourism	Talking about what tourists can do on an eco tour	Listening for gist and specific information about ecotourism	Writing a travel brochure promoting an eco tour	Problems with ecotourism in Viet Nam and Africa	Do a survey to find out students' experience in ecotourism





## GETTING STARTED

## Equal opportunities in education



## 1 Listen and read.

**Lan:** Can we start working on the class project 'Equal Opportunities in Education'?

**Quang:** OK, let's see what information we have found on our topic.

**Minh:** Please go ahead, Quang.

**Quang:** Well, according to a United Nations report, sub-Saharan Africa had only 82 girls enrolled per 100 boys in secondary school in 2010. I suppose this is an example of gender discrimination in education.

**Lan:** Yes, I agree. Not all girls can go to school. I guess they may be kept home to do housework.

**Quang:** Sure. In rural areas, girls might be forced to work at home and in the fields.

**Minh:** Some people say that girls perform worse at school than boys, so they shouldn't be allowed to go to school.

**Quang:** I'm afraid I disagree. I think girls do better at school than boys and more women than men have college degrees.

**Lan:** Exactly. In Viet Nam, there are slightly more boys than girls in both primary and secondary schools, but more women than men earn college degrees.

## This unit includes:

## LANGUAGE

## Vocabulary

Words and phrases related to gender equality

## Pronunciation

Stress in two-syllable words

## Grammar

The passive voice with modals

## SKILLS

- Reading for general ideas and specific information about gender equality in employment
- Talking about equal job opportunities
- Listening for specific information about wage discrimination
- Writing about the disadvantages of being a working mother

## COMMUNICATION AND CULTURE

Gender equality in the United Kingdom

**Minh:** I believe gender discrimination in education starts at home because parents treat boys and girls differently.

**Quang:** I couldn't agree more. Gender discrimination should be eliminated so that everyone has equal opportunities in education.

**2 Read the conversation again. Decide if the following statements are true (T), false (F) or not given (NG). Tick the correct boxes.**

	T	F	NG
1. Lan, Quang and Minh are working on the class project 'Equal Opportunities in Employment'.			
2. Quang is talking about the enrolment rate in secondary school in sub-Saharan Africa in 2013.			
3. Lan thinks girls may be kept home to do housework.			
4. In general, girls do better than boys at all levels of education.			
5. Minh believes gender discrimination in education starts at home because parents treat boys and girls differently.			

### 3 Read the conversation again and answer the questions.

1. What was the enrolment rate in sub-Saharan African in 2010?
2. Why can't girls go to school according to Quang?
3. What is the enrolment rate in schools in Viet Nam?
4. Who earns more college degrees in Viet Nam?
5. Why should gender discrimination be eliminated?

4. We do not allow any kind of \_\_\_\_\_ against women and girls.
5. Our family members have \_\_\_\_\_ rights and responsibilities.
6. Most parents don't want to find out the \_\_\_\_\_ of their babies before birth.

## LANGUAGE

### Vocabulary

#### 1 Match each word with its definition. Then practise reading the words out loud.

1. equal (adj)

a. arrange to join a school officially

2. gender (n)

b. unfair treatment based on gender, age or race

3. eliminate (v)

c. make somebody do the things they don't want

4. enrol (v)

d. having the same quantity or value as other people

5. force (v)

e. get rid of

6. discrimination (n)

f. the fact of being male or female

#### 2 Complete the following sentences using the words given in 1.

1. This year, more girls are expected to \_\_\_\_\_ in the first grade.
2. Many young people are not interested in sports. I have to \_\_\_\_\_ my sons to play tennis or go swimming.
3. The Vietnamese government has done a lot to \_\_\_\_\_ hunger and poverty.



### Pronunciation

#### 1 Listen and repeat.

enrol	woman	gender	perform
housework	agree	treatment	equal
system	college	allow	promote

#### 2 Listen again and put a mark (') before the stressed syllable.

#### 3 Put the words in the right box according to their stress patterns.

Stress on first syllable	Stress on second syllable



## Grammar

### 1 Choose the right modals in brackets to complete the sentences.

- Some people think married women (shouldn't / mustn't) pursue a career.
- We (must / should) stop when the traffic lights are red.
- '(May / Mustn't) school boys study needlework and cookery?' 'Yes, of course.'
- Remember to bring a raincoat with you. It (might / would) rain later.
- (Will / Shall) you talk to your parents before you decide to join the police forces, Mai?
- You (mustn't / won't) pick those flowers. Don't you see the sign?
- My brother is good at cooking and he (can / might) cook very delicious food.

#### Do you know ...?

##### Modal Verbs

can could may might will  
would must shall should ought to

### 2 Read the following sentences from GETTING STARTED. Underline the passive voice with modals. Check with your partner.

- I guess they may be kept home to do housework.
- They might be forced to work at home and in the fields.
- Some people say that girls perform worse at school than boys, so they shouldn't be allowed to go to school.
- Gender discrimination should be eliminated so that everyone has equal opportunities in education.

### 3 Rewrite the following sentences, using the passive voice.

- Our class might choose Lan to represent us in the School Youth Union.
- Will they teach Korean in our school next year?
- The students must follow the instructions strictly.
- Very young children shouldn't eat sugary food.
- They should give men and women equal rights to education and employment.
- Hopefully, scientists will discover a planet similar to Earth.
- I think we can reduce discrimination against women and girls.

#### Do you know ...?

##### The Passive Voice with Modals

	Active Voice	Passive Voice
Rule	modal + V	modal + be + past participle
Example	<i>They may build a new bridge.</i>	<i>A new bridge may be built.</i>

- We use the **passive voice** when the **agent** of the action is **not known** or **not important**.

- If the **agent** is **known**, it can be **indicated** by a phrase beginning with **by**.

#### Example:

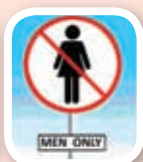
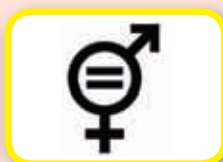
A new bridge may be built **by** the local people.

## SKILLS

### Reading

#### Gender equality in employment

### 1 Look at the symbols. What do they stand for?



### 2 Match each of the words with its meaning. Use a dictionary if necessary.

- |                   |  |
|-------------------|--|
| 1. preference (n) | a. the act of controlling something; a restriction                         |
| 2. sue (v)        | b. the state of feeling sad and alone                                      |
| 3. pursue (v)     | c. a greater interest in someone / something than someone / something else |
| 4. loneliness (n) | d. follow a course or activity in an effort to gain something              |
| 5. limitation (n) | e. bring somebody to court because they have done something harmful to you |

**3 Quickly read the text. Choose the best title for it.**

- a. Brenda Berkman's Childhood
- b. A Woman Who Did a 'Man's Job'
- c. Gender Equality in Employment



As a young girl, Brenda Berkman always dreamt of becoming a firefighter,

although she was aware of gender preference in favour of boys. In 1977, she applied for a firefighter's position at the New York City Fire Department (FDNY).

Even though she was a marathon runner, she failed the physical test. But Brenda didn't give up. She sued New York City and the FDNY for gender discrimination and won. A new 'fairer' test was created, so she and 40 other women passed. Brenda's dream of becoming a firefighter came true.

However, she and other female firefighters became the targets of laughter and anger from the co-workers and local people. They were unwelcomed at meals, faced loneliness and even violence.

There weren't any limitations on women's service at FDNY. The women firefighters had to do exactly the same jobs as their male workers. To pursue a 'man's job' Brenda Berkman and other women had to work very hard. They paid a heavy price to win equality. They were successful and even became the subjects of a documentary called *Taking the Heat* in 2006.

Brenda Berkman's story shows that gender differences cannot prevent a person from pursuing a job. Success comes to those who have enough courage and will.

**4 Read the statements. Decide if they are true (T), false (F) or not given (NG). Tick the correct boxes.**

	T	F	NG
1. Brenda Berkman was never aware of gender preference in favour of boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Brenda Berkman passed the written test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. After failing the physical test, Brenda Berkman kept silent and went away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. She and other female firefighters became the targets of laughter and anger from the co-workers and local people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. They paid a heavy price to win equality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Brenda Berkman taught at the FDNY.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5 Read the text again. Answer the questions.**

- 1. What job did Brenda Berkman want to do as a young girl?
- 2. What did she do after she failed the physical test?
- 3. How were she and other female firefighters treated?
- 4. What jobs did they do at FDNY?
- 5. What is *Taking the Heat*?
- 6. What does Brenda Berkman's story show?

**6 Discuss the following with a partner.**

Should a woman do a 'man's job'? Why / Why not?



## Speaking

### Equal job opportunities

- 1** Read the following phrases and sentences. Write A if it expresses an agreement and write D if it expresses a disagreement. Add two more expressions / sentences.

1. \_\_\_\_\_ I don't think that ... .
2. \_\_\_\_\_ I agree (that ...).
3. \_\_\_\_\_ Yes, but ... .
4. \_\_\_\_\_ That's true.
5. \_\_\_\_\_ I guess so.
6. \_\_\_\_\_ Actually, I think ... .
7. \_\_\_\_\_
8. \_\_\_\_\_

- 2** Work in pairs. Do you agree or disagree with the following statements? Tell your partner, using the phrases and sentences in 1.

#### Example:

I don't think that men are better leaders than women.

1. Men are better leaders than women.
2. Women's natural roles are care-givers and housewives.
3. Men are traditional decision-makers and bread-winners.
4. Women are more hard-working than men although they are physically weaker.
5. Women may become trouble-makers because they are too talkative.
6. Men are not as good with children as women.

- 3** a. Work in groups. Discuss if you agree or disagree with the statement 'Married women should not pursue a career', using sentences 1-6 as reasons for your agreement or disagreement.
- b. Note down your group's discussion. Report the results to the class.

1. Women should stay at home, doing housework and looking after their husbands and children.
2. It is boring and tiring to do housework.
3. Women often become passive and dependent on their husbands.
4. Women will be exhausted if they have to do two jobs: at work and at home.
5. Women usually get less pay than men for doing the same job.
6. Men should share household tasks with their wives.

#### Example:

**Student A:** I think married women should not pursue a career.

**Student B:** I agree. I believe they should stay at home, doing housework and looking after their husbands and children.

**Student C:** Actually, I think they should continue pursuing a career. It is boring and tiring doing housework.



Listening

Same work – same pay

1 Look at the picture. The man and the woman do the same work, but they look different. Why? Tell your partner.



Same work - Same pay?

2 Listen and repeat the following words. Do you know each word's meaning? Use a dictionary if necessary.

1. wage (n)

2. inequality (n)

3. qualified (adj)

4. affect (v)
5. property (n)

6. address (v)

7. income (n)

8. encourage (v)

Writing

Working Mothers

1 The following text about the advantages of being a working mother is missing the detailed explanations. Put the explanations (a-c) in the yellow box in the appropriate blanks (1-3).

Advantages of being a working mother

Mothers should be greatly encouraged to work outside the home.

First, working mothers contribute to household income.

1. \_\_\_\_\_

Second, working mothers are good educators for their children.

2. \_\_\_\_\_

Finally, working mothers set good examples for their children.

3. \_\_\_\_\_

Clearly, mothers should be strongly supported to work outside the home.

3 Listen to the recording. Check if the following statements are true (T) or false (F). Tick the correct boxes.

	T	F
1. The speaker begins his talk with gender equality in job opportunities and age.		
2. Wage discrimination affects women negatively.		
3. Women work less than men but they earn more.		
4. Married men and women spend about equal amounts of time working, but women still have to spend more time on housework.		
5. Even now women are not allowed to join the army, the police forces or the fire services.		
6. More and more men are now working in jobs that used to be considered suitable for women only.		

4 Listen again and complete the following sentences by writing no more than three words or numbers.

1. Wage (1) \_\_\_\_\_ when workers are equally qualified and perform the same work, but some workers are (2) \_\_\_\_\_ than others.

2. Women (3) \_\_\_\_\_ of the world's work, produce 50% of the food, but earn 10% of the income and (4) \_\_\_\_\_ of the property.

3. Many countries now allow and (5) \_\_\_\_\_ to join the army, the police forces and the fire services.

4. More and more men are now working in jobs (6) \_\_\_\_\_, cleaning and childcare.

- a. When children see how their parents work hard to support the families and share domestic responsibilities they will learn from them. Such family values as hard work, responsibilities and love are likely to pass down from generation to generation.

b. They help their husbands pay household expenses and satisfy their children's growing needs. Life is getting more and more expensive, so women's salaries are becoming important to their household budgets.

c. Experiences at work widen their knowledge and gradually mature them. Through working they discover their strengths and weaknesses, become more knowledgeable and can find good ways to educate their children.





**2 Read the text in 1 again. Complete the following outline.**

**Topic sentence:** Mothers should be greatly encouraged to work outside the home.

- A. **Supporting idea 1:** Working mothers contribute to household income.

*Explanations:*

1. They help pay household expenses and satisfy children's growing needs.
2. \_\_\_\_\_

- B. **Supporting idea 2:** Working mothers are good educators for their children.

*Explanations:*

1. Experiences at work widen their knowledge and mature them.
2. \_\_\_\_\_

- C. **Supporting idea 3:** Working mothers set good examples for their children.

*Explanations:*

1. \_\_\_\_\_
2. Such family values as hard work, responsibilities and love pass down.

**Concluding sentence:** Clearly, mothers should be strongly supported to work outside the home.

**3 Discuss with a partner how the following words are used in the text in 2.**

- First
- Second
- Finally
- Clearly

**4 Write a similar text about the disadvantages of being a working mother.**

***Disadvantages of being a working mother***

- A. having traditional roles: housewives, housekeepers; doing housework, looking after husbands and children; caregivers for elderly people
- B. not having enough time: men work at office, women work at office and at home; after work, do chores, take care of families, no time to relax
- C. not being good workers: tiring household chores affect work, cannot concentrate or work effectively; worry about kids and housework





## COMMUNICATION/AND CULTURE

### Communication

#### Gender equality in Viet Nam

- 1 Read the following statements about achievements in addressing gender equality in Viet Nam. Do you want to add any achievements? Tell your partner.



1. The gender gap in primary education has been eliminated.
2. More women than men earn college degrees, although there are slightly more boys than girls at primary and secondary levels.
3. Seventy-three per cent of Vietnamese women participate in the labour force, which is one of the highest rates in the world.

- 2 **Work in pairs. Talk about achievements in addressing gender equality in Viet Nam, using the statements in 1.**

#### Example:

**Student A:** I think the Vietnamese government has made considerable progress in gender equality.

**Student B:** I agree. Seventy-three per cent of Vietnamese women participate in the labour force. No doubt that we have one of the highest rates in the world.

### Culture

Read the following text about gender equality in the United Kingdom and answer the questions.

#### Gender equality in the United Kingdom



As a high-income country, the United Kingdom has made a remarkable progress in gender equality.

First, girls perform better than boys at all levels of education. At university level, there are more women than men in full-time undergraduate courses. In addition, men and women equally gain first class degrees.

Second, according to a survey in 2012, women make up 47 per cent of the British workforce. Only 35 per cent of women aged 16 to 64 are now not working.

However, the United Kingdom still faces challenges in gender equality. Millions of women and girls experience domestic violence every year. The gap in full-time wage between men and women is 10 per cent and most of the people in low-paid jobs are women.

1. How do girls and boys perform at school in the United Kingdom?
2. How many women participate in the British workforce?
3. What challenges does the United Kingdom still face in achieving gender equality?

## LOOKING BACK

### Pronunciation

- 1 Put the following two-syllable words in the correct columns according to their stress patterns.

symbol	letter	healthcare	complete
challenge	infect	income	suggest
workforce	army	improve	become

Stress on first syllable	Stress on second syllable



2 Listen and repeat the words.

### Vocabulary

Decide which words in brackets best complete the sentences.

- Much has to be done to achieve (gender equality / gender inequality) in employment opportunities.
- Employers give (challenge / preference) to university graduates.
- People have (encouraged / eliminated) poverty and hunger in many parts of the world.
- Both genders should be provided with equal (rights / incomes) to education, employment and healthcare.
- Internet (access / development) is available everywhere in this city.
- A person looking after someone who is sick, disabled or old at home is a (caretaker / housekeeper).
- We should not allow any kind of (discrimination / education) against women and girls.
- People in this country have made good (wage / progress) in eliminating domestic violence.

### Grammar

- 1 Choose the correct passive forms a-f to complete the sentences 1-6.

- may be asked
- should not be allowed
- can be seen
- might be postponed
- must be written
- should be made

- The entire lake \_\_\_\_\_ from their flat on the 7<sup>th</sup> floor.
- Efforts \_\_\_\_\_ to offer all children equal access to education.
- Our teacher told us that all of our assignments \_\_\_\_\_ in ink.
- The afternoon meeting \_\_\_\_\_ because three of the five committee members are unable to attend.
- My brother \_\_\_\_\_ to join the police forces.
- Children \_\_\_\_\_ to play violent video games.

- 2 Rewrite the following sentences, using the passive voice.

- Each student must write an essay on gender equality.
- They can open this exit door in case of emergency.
- They should give men and women equal pay for equal work.
- They might give my mother an award.
- The Vietnamese government will make more progress in gender equality.
- People may consider obesity a serious health problem.

## PROJECT

### 1 Do a survey. Find out ...

1. how many boys and girls there are in your class and your school;
2. how many class monitors are boys and how many are girls in your school;
3. how many form teachers are male and how many are female in your school;
4. how many teachers of literature are male and how many are female in your school;
5. how many teachers of mathematics are male and how many are female in your school.

### 2 Compare your findings with your partners' Present the final results with your comments to the class.



## NOW YOU CAN

- Use words / phrases related to gender equality
- Pronounce correctly two-syllable words with stress on the first or second syllable in isolation and in context
- Use the passive voice with modals
- Exchange opinions about gender equality in education and employment
- Writing about the disadvantages of being a working mother





**GETTING STARTED****Weddings in Viet Nam**

**1** Listen and read.



**Maria:** Hi Kevin! What are you reading?

**Kevin:** Hello Maria! I'm reading a book about Vietnamese weddings.

**Maria:** I see. Do you need the information for a school assignment?

**Kevin:** Yes. I'm preparing for my presentation about the similarities and differences between a traditional Vietnamese wedding and a modern one.

**Maria:** That's interesting! So what are the similarities?

**Kevin:** Both weddings include the proposal ceremony, the engagement ceremony and the wedding ceremony.

**Maria:** And the differences?

**Kevin:** The ceremonies are less complicated in modern weddings.

**Maria:** Sounds better. I guess the bride and groom will be much happier if they don't have to waste money on unnecessary things.

**Kevin:** Well, in fact, wedding expenses these days are much greater than in the past.

**This unit includes:****LANGUAGE****Vocabulary**

Words and phrases related to traditions, cultural characteristics and superstitions

**Pronunciation**

Stress in two-syllable words with the same spelling

**Grammar**

- Comparative and superlative adjectives
- Articles

**SKILLS**

- Reading for specific information about superstitions in Viet Nam
- Comparing traditions and customs in two countries and discussing those in Viet Nam
- Listening for specific information about the wedding traditions of a small community in the USA
- Writing about the typical characteristics of the Vietnamese people

**COMMUNICATION AND CULTURE**

Gift-giving in the UK and the ideas of success in the USA and Viet Nam.

**Maria:** Why's that? What's the biggest cost?

**Kevin:** The reception is the most expensive, especially if it is held in a big hotel.

**Maria:** I guess the couples get support from their families.

**Kevin:** Yes, of course. Some parents cover most expenses of the wedding. The bride and groom also get money as presents from the guests.

**Maria:** Sounds good. They're surely the happiest people on their wedding day no matter what the costs are!

**Kevin:** That's true.

**Maria:** Well, I have to go now. Good luck with your presentation!

**Kevin:** Goodbye!

**2 What is the conversation about?**

- The Vietnamese weddings
- The Vietnamese superstitions
- The Vietnamese idea of success

### 3 Read the conversation again and answer the questions.

1. Why is Kevin reading a book about Vietnamese weddings?
2. What are the similarities between a traditional Vietnamese wedding and a modern one?
3. How have wedding ceremonies changed?
4. Do the couples get any kind of support?
5. What do you think about these changes?

### 4 Prepare a short talk about weddings in Viet Nam and report to the whole class.

### 2 Circle the correct words in brackets to complete the sentences.

1. My cousin's (*marriage* / *wedding*) is next Sunday.
2. On the wedding day, the best man is expected to help the (*groom* / *bride*).
3. The (*groom* / *bride*) can have as many bridesmaids as she wants.
4. There is a wedding (*proposal* / *reception*) for all guests after the wedding ceremony.
5. There will be about 100 (*grooms* / *guests*) at my cousin's wedding.
6. In the past, the proposal and engagement ceremonies took place one or two years (*before* / *after*) the wedding.
7. My brother got (*engaged* / *married*) to one of his friends from college and started saving for the big day.

## LANGUAGE

### Vocabulary

#### 1 Read the conversation in GETTING STARTED again. Match the words / phrases with their definitions.

1. proposal

a. a woman who is getting married or about to get married

2. engagement

b. a formal party to celebrate something

3. wedding

c. a man who is getting married or about to get married

4. reception

d. a ceremony at which two people are married to each other

5. bride

e. a formal agreement or promise to get married

6. bridegroom / groom

f. a formal social or religious occasion performed in accordance with customs

7. ceremony

g. a plan or suggestion; an offer of marriage

### Pronunciation

#### 1 Listen and repeat, paying attention to the stress patterns.

• •	• •
in'crease (v)	'increase (n)
de'crease (v)	'decrease (n)
per'fect (v)	'perfect (adj)
pre'sent (v)	'present (adj, n)
im'port (v)	'import (n)
ex'port (v)	'export (n)
pro'test (v)	'protest (n)
ob'ject (v)	'object (n)
re'bel (v)	'rebel (n)
con'trast (v)	'contrast (n)

#### 2 Listen to the sentences and practise saying them correctly. Pay attention to the stress pattern of the underlined words.

1. There is an increase in the number of young people in Viet Nam who marry later in life.
2. In Viet Nam, guests often give money as a wedding present to the newly-married couple on their wedding day.
3. In big cities, the birth rate has decreased over the past few years.
4. In reality, it is difficult to meet the perfect life partner.



## Grammar

### Comparative and superlative adjectives

#### 1 Do you agree with the following statements?

- Living in your country is *more interesting than* living abroad.
- Wedding ceremonies are *less complicated now than* they used to be in the past.
- The biggest expense* of a wedding is the reception.
- No one is *happier than* the bridegroom on the day of his wedding. He is *the happiest* person on that day.
- The bride is *the most beautiful* woman on her wedding day.
- It's *much better* to have a small wedding and save money.

#### 2 Write five sentences comparing the two weddings in the table below. Use the comparative form of the adjectives in the box and *than*.

good	expensive	crowded	old	long
------	-----------	---------	-----	------

	Mr Smith's wedding	Mr Long's wedding
Number of guests	150 people	120 people
The cost of the reception	VND 50 million	VND 40 million
The groom's age	30 years old	28 years old
Engagement period	six months	two years
Service rating	★★★★	★★★

#### 3 Choose the correct answers.

(1) (A / The) wedding is the ceremony where (2) (a / the) couple gets married. On their wedding day, (3) (a / the) bride and groom may exchange wedding gifts or rings. Before the wedding, the groom usually asks his brother, best friend or father to be his best man. (4) (A / The) best man helps the groom get ready for (5) (a / the) ceremony and makes sure nothing goes wrong at the wedding. The bride may have one or more bridesmaids. The bridesmaid keeps (6) (a / the) bride calm, helps her get ready and looks after her dress. After the wedding ceremony, there is usually (7) (a / the) reception for the guests. Traditionally, the bride and groom go on their honeymoon immediately after (8) (a / the) wedding reception. Nowadays, (9) (a / the) majority of couples wait for a few days before they leave on honeymoon.

#### Do you know ...?

	Comparative	Superlative
<b>Short adjectives</b> big happy few	bigger happier / less happy fewer	the biggest the happiest the fewest
<b>Long adjectives</b> interesting complicated	more / less interesting more / less complicated	the most / least interesting the most / least complicated
<b>Irregular adjectives</b> bad good many/much little	worse better more less	the worst the best the most the least

#### Note:

We tend not to use *less* and *least* to form comparatives and superlatives with one syllable adjectives, for example, *bigger/smaller*. We use the opposite instead.

#### Do you know ...?

- We use *a/an* with a countable noun when we first mention it and *the* after that.

#### Example:

*He is planning a wedding reception.  
He has invited 100 people to the wedding reception.*

- We use *the* when it is clear in the situation which thing or person we mean.

#### Example:

*The bride looks very happy.*

## SKILLS

### Reading

#### Are you superstitious?

##### 1 Are the following statements true for you?

1. Before doing something important, I always choose a favourable time for it.
2. I never visit people's homes on the first day of the New Year unless they invite me.
3. I never sweep the floor during the first three days of the New Year.
4. When I set out for an examination, I always try to avoid crossing the path of a woman.
5. On important days throughout the year I always lay food on the altar for my ancestors because I believe that they will enjoy the meal with my family.



##### 2 Read the text and answer the following questions by circling the best option A, B, C, or D.

Superstitions still play an important part of life for many people in Viet Nam. For example, a lot of people choose a favourable date for occasions such as weddings, funerals, or house moving days. Some people may argue that being superstitious has no place in today's society. However, superstitions have existed in all human societies throughout history. As a country situated in Asia, where many mysteries, and legends originate, Viet Nam has also kept various superstitious beliefs about daily activities.

There are numerous rituals related to daily activities. During the Vietnamese New Year, for example, many people believe that the first person who visits their home on the first day of the new year will affect their life. Thus, they try to choose this person very carefully. If this person is rich, prestigious or happy, then the family will have good fortune that year. People also believe that if you sweep the floor during the first three days of the festival, you might sweep out any wealth. For other things, such as setting out for an examination or starting up a business venture, people will try to avoid crossing the path of a woman as this may not bring good luck to them.

As for traditional beliefs, Vietnamese people strongly believe in life after death. They think that their ancestors have gone to live in another world. So, the altar is believed to be the place where the ancestors' souls live in. That's why on many days of the year, people not only lay the table for meals, but they also lay food on the altar so their ancestors will join them for the meal.

1. What is true about Vietnamese society?
  - A. Only few people in Viet Nam are superstitious.
  - B. People used to be superstitious in the past, but not now.
  - C. Superstitions are part of life for the majority of Vietnamese people.
  - D. All people in Viet Nam are superstitious.
2. How does the writer explain the origin of Vietnamese superstitions?
  - A. They are based on scientific research.
  - B. Viet Nam is located in part of the world where many mysteries and legends exist.
  - C. Superstitions are beliefs about the supernatural.
  - D. These are government rules that everyone must follow.
3. Which of the following is mentioned as a superstitious belief?
  - A. People don't care much about the first person who visits their home on the first day of the New Year.
  - B. People never choose the person who visits their house on the first day of the year.
  - C. People believe that they will bring good fortune to their family if they work hard during the Tet holiday.
  - D. People believe their first guest on the first day of the new year will affect the family prosperity for the whole year.
4. Why do people lay food on the altar?
  - A. They believe that their ancestors will enjoy the meal with them.
  - B. The altar can be used as a table to lay food.
  - C. They put the food there for later use.
  - D. They don't know why they put it there.

##### 3 Discuss the following with a partner.

Are you a superstitious person? Why / Why not?

## Speaking

### Traditions around the world



#### 1 Do the quiz. Then read the information in 2 and check your answers.

1. The sandwich was invented in ...
  - a. Russia
  - b. The UK
2. People believe that black cats will bring bad luck in ...
  - a. Russia
  - b. The UK
3. In ... it is believed that the bride should wear 'something borrowed, something blue, something old and something new', for good luck.
  - a. Russia
  - b. The UK
4. People in ... believe that 'money goes to money'.
  - a. Russia
  - b. The UK

#### 2 Work in groups. Each group reads about one country, either the UK or Russia, noting down the most interesting things about that country. Share the information with other members of your group.

##### Example:

**Student A:** I think the most interesting thing about ... is that ...

**Student B:** Do you? I think ... is more interesting.

**Student C:** I agree with B. I find ... the most interesting.

## Traditions and customs in ...

### The UK

- Britain is a tea-drinking nation. British people drink more than 160 million cups of tea every day. The traditional national food of England is fish and chips. The sandwich was invented in England in 1762.
- The British usually pay a lot of attention to good table manners, and are expected to use knives, forks and spoons properly. The fork is held in the left hand and the knife in the right hand.
- Sports play an important part in British life, and many of the world's sports originate in the UK. Football is the most popular sport.
- People believe that it is lucky to meet a black cat, touch wood or find a clover plant with four leaves. For good luck, the bride should wear 'something borrowed, something blue, something old and something new'.
- It is believed that it is unlucky to walk under a ladder, break a mirror, see one magpie, or open an umbrella indoors.

### Russia

- A very popular drink in Russia is tea, ideally served from a samovar. Traditional dishes include dumplings with meat fillings, and red soup made with beetroot. Russians use standard European table manners.
- Among the most popular sports in Russia are football, ice hockey, volleyball, figure skating and chess.
- People believe that broken mirrors, whistling indoors and black cats will bring bad luck. They will wait for someone else to pass the black cat and take the bad luck with them.
- Russians believe that 'money goes to money' so they leave coins scattered around their homes in bags, cupboards and drawers.

#### 3 Work with a partner from a different group. Share with each other what you have learnt about traditions and customs of either the UK or Russia.

##### Example:

**Student A:** I read about the UK. What I find interesting about the British is that ...

In addition, they ... The most interesting/strangest... thing about them is that ....

**Student B:** Sounds interesting. I read about Russia. What I like about their traditions and customs is ....

- 4 Work in groups. Each group makes a list of popular foods and drinks, popular sports, and festivals in Viet Nam. Rank them in the order of popularity and present them to the whole class.**

**Suggested ideas:**

- Foods: Chung cake (square sticky rice cake), Pho (rice noodles), Nem (spring rolls)
- Drinks: tea, coffee, soft drinks, fruit juice
- Sports: football, volleyball, table tennis, tennis, wrestling
- Festivals: Tet holiday, Christmas, Mid-autumn festival

**Example:**

**Student A:** *I think the most popular food for Vietnamese people is Pho. It tastes better than any other food.*

**Student B:** *Oh really? For me, Nem (spring rolls) is the best.*

**Student C:** *I don't really think so. Chung cake is more popular than Nem.*

## Listening

### Cultural diversity

- 1 You are going to listen to a talk about the wedding traditions of the Amish community living in Pennsylvania, the USA. Make your own predictions about them by deciding whether the following statements are true (T) or false (F).**

- \_\_\_\_\_ Amish weddings take place in the spring.
- \_\_\_\_\_ Amish parents choose life partners for their children.
- \_\_\_\_\_ The wedding service is held at the bride's parents' home.
- \_\_\_\_\_ The couple spends the first night at the bride's home.
- \_\_\_\_\_ After getting married, a man begins to grow his beard.



- 2 Listen to the talk and check your answers in 1.**

- 3 Listen to the talk again and complete the missing information, using no more than three words.**

Most Pennsylvania Amish weddings take place from late October through (1)\_\_\_\_\_ on Tuesdays and Thursdays. During the wedding season, some Amish go to (2)\_\_\_\_\_ weddings in one day.

Amish parents don't select who their children will marry, but (3)\_\_\_\_\_ must be given. After the wedding service at the house of the bride's parents, benches are put together to form tables for the (4)\_\_\_\_\_ for about 200 to 300 guests. After spending the night at the bride's home, the newly-weds help with the clean-up from the day before. The couple then spends the following weekends (5)\_\_\_\_\_, sometimes stopping at five or six houses between Friday and Sunday night. Wedding gifts are usually given to them at this time.

- 4 Work in pairs. Name three things you have learnt about the Amish wedding customs. Did you find anything unusual or interesting? Tell your partner.**



## Writing

### How are we different?



- 1** The following jumbled-up paragraphs are from a text about typical American characteristics. Put them in order to make a meaningful text.

- In short, these features are believed to be part of the American character, but like many other things in modern society, they may change over time.*
- America is a large country with people from different backgrounds and races so it is difficult to talk about the typical American. However, it is believed that there are some characteristics shared by most Americans.*
- Another typical American feature is the importance they place on money and the things it can buy. In fact, money is more important than prestige to them.*
- Perhaps the most important of these is individuality and individual rights. This characteristic originates in the days of the founding fathers, who were very strong individuals. Americans value freedom and do not like to be dependent on other people.*
- Finally, in most American families, parents have less influence on their children than parents in other parts of the world. Children can choose their own partners, even if their parents object to their choice.*
- The second characteristic is that Americans are practical. They place great value on doing things for themselves. They also avoid taking jobs which are beyond their ability.*

The correct order is:

1 \_\_\_\_ ; 2 \_\_\_\_ ; 3 \_\_\_\_ ; 4 \_\_\_\_ ; 5 \_\_\_\_ ; 6 \_\_\_\_.

- 2** Read the text again and complete the outline for it.

Introduction: .....

Characteristic 1: .....

Evidence: .....

Characteristic 2: .....

Evidence: .....

Characteristic 3: .....

Evidence: .....

Characteristic 4: .....

Evidence: .....

Conclusion: .....

- 3** Work in groups. Think of three typical characteristics of the Vietnamese people and examples to support each of them. Then write a short text of 150-180 words about these characteristics, using the outline in **2**.





## Communication



**1** Read some information about gift-giving in the UK. Read about each occasion and talk to a partner if you have a similar or different custom in Viet Nam.

- People in the UK often receive presents on Christmas Day and on their birthday.
- On Christmas Eve (24<sup>th</sup> December), parents often put presents for their children in Christmas stockings and leave them in the children's bedrooms when they are asleep. Children believe that the presents are from Santa Claus who comes in through the chimney.
- On their 18<sup>th</sup> birthday, when people become adults legally, they may also receive a silver key as a present to symbolise their entry into the adult world.
- Chocolate eggs are often given to children as presents at Easter, which is celebrated on a Sunday between 22<sup>nd</sup> March and 25<sup>th</sup> April.
- The most popular presents for mothers on Mother's Day are chocolates and flowers. Mother's Day is on a Sunday, and usually falls in the second half of March or the beginning of April.

### Example 1:

**Student A:** I don't get presents on Christmas Day, but I get lucky money on New Year's Day.

**Student B:** Oh, really? I get presents on both Christmas Day and New Year's Day.

**Student A:** Lucky you!

### Example 2:

**Student A:** Do you give presents to your mother on Mother's Day?

**Student B:** No, I don't. But I give her flowers on Women's Day.

**Student A:** I do, too.

**2** Put the following jumbled-up words and phrases to make questions about giving and receiving presents. Practise asking and answering the questions in pairs.

- for/who/presents/do/buy/you/often  
\_\_\_\_\_?
- presents/on/buy/what/do/you/occasions  
\_\_\_\_\_?
- shopping for presents/which shop/you're/do  
you usually/when/go to  
\_\_\_\_\_?
- the most/present/expensive/what's/you've/given  
\_\_\_\_\_?
- on/presents/what/receive/you/occasions/do  
\_\_\_\_\_?
- get/ what/you/normally/do/presents  
\_\_\_\_\_?
- received/what/ever/is/the/you've/present/best  
\_\_\_\_\_?

## Culture

- 1 Read the two texts about the American and the Vietnamese ideas of success and answer the questions.



### Success for the Americans

The American idea of success has not changed much over the several centuries of its existence. First, success has always meant providing their family with a decent standard of living. Second, as for career development, success means ending their career in a higher and more prosperous position than when they began it. To an American, it is clear that success is the result of hard work and self-reliance.

### Success for the Vietnamese

For many people, the idea of success varies greatly. However, the Vietnamese share some common views about personal success. First, success always goes along with a high-status job with good income. Second, being respected at work also means success. To a Vietnamese, a successful person is someone with high status and is supported by all people involved in his job.

1. What is the American idea of success?
2. Who can be considered a successful person in Viet Nam?
3. What are the similarities / differences between the ideas of success in the two cultures?

## LOOKING BACK

### Pronunciation

- 1 Listen to some sentences and put the mark (') before the stressed syllable in the words below.

1. export
2. protest
3. contrast
4. import
5. object

### Vocabulary

Complete the passage with one of the words / phrases from the box.

bridesmaids	wife	bride
honeymoon	bridegroom	get married
reception	best man	engaged
wedding		

Jack, a friend of mine, told me a funny story. On the day he met his (1) \_\_\_\_\_ Rose, he asked her out on a date. They began to spend a lot of time together, and gradually they fell in love. One year later, they decided to (2) \_\_\_\_\_. Jack's family were very pleased when he introduced his fiancée to them, and Rose's parents were delighted that their daughter was (3) \_\_\_\_\_ to such a nice young man. A hotel near the church was booked for the wedding (4) \_\_\_\_\_ and the young couple planned to spend their (5) \_\_\_\_\_ in Hawaii.

On the day of the (6) \_\_\_\_\_, all guests arrived at the church. The (7) \_\_\_\_\_ was waiting there, with his eldest brother, who was his (8) \_\_\_\_\_. Why was Rose so late? He was worried and nearly thought that she had changed her mind. But the (9) \_\_\_\_\_ was also waiting at her house, with her (10) \_\_\_\_\_, for the wedding cars to arrive. Actually, her father had booked them for the wrong time. Fortunately, they managed to get to the church in the end and the ceremony took place.

## Grammar

**1 Fill in the gaps with the correct form of the adjective in brackets. Add any other words if necessary.**

1. Is life much \_\_\_\_\_ (hard) or \_\_\_\_\_ (easy) for teenagers now than it was in the past?
2. Life is \_\_\_\_\_ (dangerous) today than it was 100 years ago.
3. Pho is \_\_\_\_\_ (famous) dish in Viet Nam.
4. Cities are a lot \_\_\_\_\_ (polluted) than they were in the past.
5. It was \_\_\_\_\_ (delicious) food I have ever eaten.

**2 Correct the sentences, adding articles where necessary.**

1. We are having great time in Ha Noi.  
\_\_\_\_\_
2. Let's go to Nha Trang for week next summer.  
\_\_\_\_\_
3. Where's money I gave you on first of this month? \_\_\_\_\_
4. For my birthday, I got book, DVD and latest CD by my favourite band. \_\_\_\_\_
5. On the radio, I heard song that I really liked.  
\_\_\_\_\_

## PROJECT

As part of an education exchange programme, a group of foreign students will visit your school for two months. Your group will have to prepare a presentation for them in which you will describe some aspects of **Vietnamese culture** (e.g. *The rituals for certain festivals, table manners, typical characteristics of the Vietnamese people ...*) **and some Dos and Don'ts to help them avoid embarrassment during their stay in Viet Nam.**

### Example:

Don't be the first visitor to someone's house on the first day of the Tet holiday unless you're invited.  
Remember to invite other people to share the meal / snack with you before you start eating it.



## NOW YOU CAN

- ▶ Use words and phrases related to cultural characteristics and lifestyles
- ▶ Pronounce correctly two-syllable words of different parts of speech but with the same spelling
- ▶ Use comparative and superlative adjectives and articles
- ▶ Understand the traditions and customs related to superstitious beliefs among Vietnamese people
- ▶ Talk about different customs and traditions of some countries, including Viet Nam
- ▶ Understand wedding rituals in a community in the USA
- ▶ Write a short text describing typical characteristics of the Vietnamese people

**GETTING STARTED****Learning with personal electronic devices****1 Listen and read.**

**Hung:** I'm preparing for a class discussion on personal electronic devices. Do you think smartphones, laptops and tablets are useful for learning?

**Phong:** Definitely. They're the modern devices that have changed the way we learn.

**Hung:** Oh, yeah? I think people use smartphones mostly for communication.

**Phong:** Sure, but smartphones can also be used to take photos or record students' work, which can be later shared with the class.

**Hung:** That's true. How about laptops?

**Phong:** Oh, they're excellent learning tools, too. You can store information, take notes, write essays and do calculations.

**Lam:** You can also access the Internet, download programmes, and information that can help you understand the material and widen your knowledge.

**This unit includes:****LANGUAGE****Vocabulary**

Words and phrases related to

- Electronic devices that can help us learn
- Using the Internet to learn English

**Pronunciation**

Stress in three-syllable adjectives and verbs

**Grammar**

Relative clauses: defining and non-defining clauses with 'who', 'that', 'which' and 'whose'

**SKILLS**

- Reading for general ideas and specific information about new ways to learn English
- Talking about how electronic devices can help us learn
- Listening to instructions on how to access and use online English language materials
- Writing about the advantages of electronic devices as learning tools

**COMMUNICATION AND CULTURE**

New ways to learn in the USA



**Phong:** Right. My laptop, which is a present from my parents, is very useful. I use it for assignments and projects, and for studying English.

**Hung:** I see. How about tablets?

**Phong:** Well, a tablet or a tablet computer is a kind of mobile computer and ...

**Lam:** ... it can be used to take notes with a digital pen on a touch screen. A tablet is also perfect for people whose work is to draw and write.

**Phong:** Yes. I agree. A tablet with WiFi has Internet access and is a great tool for looking up information.

**Hung:** Amazing! No wonder that so many people are using these devices.



- 2** Read the conversation again and check if the following statements are true (T), false (F) or not given (NG).

	T	F	NG
1. Smartphones, laptops and tablets are the modern devices that have changed the way we think.			
2. According to Phong, students use smartphones to record their phone calls, which they later share with the class.			
3. Phong says that people also use desktops the way they use laptops.			
4. Programmes and material downloaded from the Internet can help people widen their knowledge.			
5. According to Lam, a tablet is a kind of mobile computer that can be used to take notes with a normal pen on a touch screen.			
6. Phong thinks a tablet with WiFi is a great tool for looking up information.			

- 3** Find the adjectives which describe the devices used as learning tools and write them down. Discuss each word's meaning with your partner.

- 4** Read the conversation again and answer the following questions.

1. What personal electronic devices are the speakers talking about?
2. What have these devices changed?
3. How do students use their smartphones for other things besides calls?
4. Why are laptops excellent learning tools?
5. What does Phong do on his laptop?

## LANGUAGE

### Vocabulary

- 1** Match each of the phrases on the left with its explanation on the right.

1. take notes of something	a. reach and use something
2. touch screen	b. make use of something to the fullest extent
3. take advantage of something	c. search for and find something in a dictionary or a reference book
4. look something up	d. screen which allows giving instructions by touching
5. access something	e. write something down

- 2** Read the conversation in GETTING STARTED again. Match pictures A-C with their uses as learning tools 1-6 mentioned below.

1. access the Internet, download programmes and information
2. take notes with a digital pen on a touch screen
3. take photos or record students' work
4. do assignments and projects, and study English
5. store information, take notes, write essays and do calculations
6. look up information



A



B



C





## Pronunciation

### 1 Listen and repeat.

- concentrate similar contribute digital
- introduce excellent recognise Vietnamese
- understand personal interest symbolic

### 2 Listen again and put a mark (') before the stressed syllable.

## Grammar

### Relative clauses

1 Read the following sentences from **GETTING STARTED**. Underline 'which', 'that', 'who' and 'whose'. What are these words used for? Decide if the clauses are defining or non-defining relative clauses.

- They're the modern devices that have changed the way we learn.
- Smartphones can also be used to take photos or record students' work, which can be later shared with the class.
- You can also access the Internet, download programmes, and information that can help you understand the material and widen your knowledge.
- My laptop, which is a present from my parents, is very useful.
- A tablet is also perfect for people whose work is to draw and write.

#### Do you know ...?

- Relative clauses** give more information about someone or something by **defining** or **identifying** the **nouns** that precede them in the main clause. They usually begin with the relative pronouns *who*, *that*, *which*, *whose*.

Sometimes we **omit** the *wh*-pronoun or *that*.

#### Example:

I don't use the desktop (which / that) my parents bought me five years ago.

- Relative clauses** are divided into **two types**: **defining** relative clauses and **non-defining** relative clauses.

**Non-defining relative clauses** cannot use the pronoun 'that'.

#### Example:

This is my new tablet, **which** (not 'that') uses the latest digital technology.

### 2 Match 1-6 with a-f to make meaningful sentences.

A	B
1. I talked to a man	a. that you sent me.
2. We often visit our grandfather in Vinh,	b. whose invention changed the world?
3. Thank you very much for the book	c. who are wealthy and successful.
4. The man turned out to be her son,	d. which is a city in central Viet Nam.
5. He admires people	e. whose smartphone was stolen.
6. Have you heard of John Atanasoff,	f. who had gone missing during the war.

#### Watch out!

- A defining relative clause gives detailed and necessary information without which the sentence is incomplete. It is not placed between commas.**

#### Example:

The man who came to visit us is a computer engineer.

- A non-defining relative clause gives extra information without which the sentence is still complete. It is placed between commas.**

#### Example:

That man, who came to visit us, is a computer engineer.



### 3 Use 'who', 'which', 'that' or 'whose' to complete each of the sentences.

- Personal electronic devices \_\_\_\_\_ distract students from their class work are banned in most schools.
- The laptop \_\_\_\_\_ cover is decorated with funny animals belongs to my aunt.
- My tablet, \_\_\_\_\_ is two years old, still works quite well.
- Students \_\_\_\_\_ have smartphones can use them to look up words in an electronic dictionary.
- Some scientists think that children \_\_\_\_\_ parents allow them to use electronic devices early will have more advantages in the future.
- Long, \_\_\_\_\_ is only two and a half, likes to play games on a tablet.

## SKILLS

### Reading

#### Digital English

- 1** Look at the pictures. What are the students doing? What do you think you are going to read about?



- 2** Match each of the words or phrases with its meaning.

1. instruction	a. the ability of a device or programme to understand a human voice
2. effective	b. a software programme designed to do a particular job
3. voice recognition	c. detailed information on how to do or use something
4. portable	d. producing a successful result
5. media player	e. easy to carry or to move
6. application / app	f. a device that stores and plays sound and pictures

- 3** Quickly read the text. Choose the best title for it.

- a. Advanced Electronic Devices
- b. New Ways to Learn English
- c. Software Programmes

In the age of technology, you can take advantage of new applications which are very useful for learning English.

One way is to download free digital lessons and put them in your media player or other similar mobile devices. Then you can listen and study anywhere because these devices are portable.

Many devices offer apps which use voice recognition technology. This technology allows the use of speaking electronic dictionaries. You can see words on the screen and hear them spoken. Other devices may have word lists, exercises, tests and games.

There is also software that can help improve your pronunciation. You can choose to practise with different native English speakers. Some English learning software offers a choice of accents and genders of the speakers. This software can be used with different kinds of media players.

Many electronic mobile devices can work as recorders or cameras. They can be used to record real-life English speech, lessons, songs or English language films from television or the Internet. This is also an excellent way to learn English because these recordings can be used again and again.

New technology opens new ways to learn. Choose a device that suits your learning style. This will make learning English easier, faster, more effective and more enjoyable.

- 4** Read the text again. Answer the following questions.

- How convenient are digital lessons?
- What can you do with speaking electronic dictionaries?
- How can software help improve your pronunciation?
- How can English learners use mobile devices as recorders or cameras?
- Why do you need to choose a device that suits your learning style?

- 5** Discuss in pairs / groups.

How can school students use personal electronic devices to learn English?



# Speaking

## Go digital

**1** Look at some arguments in favour of using electronic devices in learning. Match arguments 1-4 with explanations a-d.

1. Electronics or electronic devices make my school life much easier and more enjoyable.
2. Electronics make learning and teaching faster, easier and better.
3. Students can relax during break time by listening to music, texting, chatting or playing games on their smartphones.
4. Electronics make students' backpacks lighter.

- a. Students can replace the weight of papers and textbooks with a tablet that has notes and assignments, and allows access to online textbooks.
- b. Electronic devices help students look up information, take notes, write papers and submit them to teachers. They allow teachers to prepare lessons and grade papers.
- c. Surveys show that ninety per cent of people that listen to music before working on essays or projects have better results.
- d. I dislike homework, but I have fun when I do it on a tablet. My handwriting is horrible, so typing makes it easier for me and my teacher, because I can change anything and my teacher can read what is written.

**2** Work in pairs. Read the arguments and explanations in 1 again. Decide on the two most effective ways of using electronic devices. Explain why.

**Useful expressions:**

1. The two most effective ways of using electronics are \_\_\_\_\_ because \_\_\_\_\_.
2. We think / believe \_\_\_\_\_ is an effective way of using \_\_\_\_\_ because \_\_\_\_\_.
3. In my opinion, \_\_\_\_\_.

**3** Work in pairs. Discuss how useful electronic devices are in learning, using the arguments in 1.

*Example:*

**Student A:** I think electronics make school life easier and more enjoyable.

**Student B:** Exactly. Students who hate homework can have fun doing it on tablets.

**Student A:** And when they type on tablets they can change or add more things any time they want.

**4** Work in groups. Answer the following questions. Note down your partners' answers and report them to the class.

1. What electronic devices do you have?
2. How often do you bring them to school?
3. How useful are they for your learning?



**GO DIGITAL?**



Listening

Triple 'E' at your fingertips

1 Look at the pictures and read the caption below these pictures. What are the students doing? What do you think you are going to listen about?



Digital English at school and at home

2 Listen to a teacher giving instructions on how to use online English language materials. Decide if the statements are true (T) or false (F).

	T	F
1. The speaker thinks the students never get tired of things like books, blackboards, cassettes and CD players.		
2. Triple 'E' means 'Easy Effective English'.		
3. You just type some key words and click on the search engine button to see hundreds of websites.		
4. Very few sites offer exciting lessons, activities and quizzes for English learners of all ages and levels.		
5. There are sites where you record your own voice and listen to yourself.		



3 Listen again and complete the following sentences by writing no more than three words.

- 1. I'll show you how to learn English (1) \_\_\_\_\_ just with your fingertips.
- 2. The secret is so simple: use electronic devices to (2) \_\_\_\_\_ advantage of online English language materials.
- 3. There are pictures, games and explanations, which are useful for (3) \_\_\_\_\_ and grammar.
- 4. To improve your listening, speaking and pronunciation, practise online with (4) \_\_\_\_\_.
- 5. Technology has made learning English easy and efficient and increased your (5) \_\_\_\_\_.

4 Work in groups. Ask and answer the question. What do you think of studying English with modern technology? Explain your opinion.



## Writing

### Using electronic devices in learning

- 1** Look at the pictures of people using electronic devices. Think about one advantage and one disadvantage of using these devices in the classroom. Write them down and exchange your ideas with your partner.



- 2** Read the following sentences about some advantages and disadvantages of using electronic devices in learning. Write A if it is an advantage or D if it is a disadvantage. Do you have a different opinion? Tell your partner.

1. \_\_\_\_ Electronic devices distract students from their studies: students may play games, text, chat and cheat (type the questions and search for answers on the Internet).
2. \_\_\_\_ They help students communicate with each other or relax by listening to music and playing games when they are bored and tired of studying.
3. \_\_\_\_ Students have access to inappropriate information, videos and pictures, spend many hours reading and watching, and forget about their projects or assignments.
4. \_\_\_\_ Students study better by using helpful learning apps on smartphones, laptops, tablets and other media players (dictionary, spelling, translation, pronunciation and other apps).
5. \_\_\_\_ Students might take embarrassing pictures of others, share them on the Internet or use them to demand money or force people to do things for them.
6. \_\_\_\_ Electronic devices can be used for research and study, and for storing information and textbooks. This can save time and make students' backpacks lighter.

- 3** Read the following text about the disadvantages of using electronic devices in class. Underline the words / phrases the writer uses to link the ideas in **2** together.

I do not support the use of personal electronic devices in learning because I see a lot of their disadvantages.

First of all, electronic devices distract students from their studies. Many students may play games, text, chat and cheat on their smartphones or tablets. They can go on the Internet, type questions and search for answers.

Second, when students use the Internet, they have access to inappropriate information, videos and pictures. They may spend many hours reading and watching, forgetting about their projects or assignments.

Last but not least, students might take embarrassing pictures of others, share them on the web or use them to demand money or force people to do things for them.

In conclusion, personal electronic devices may bring more harm than good to students.

I suggest that teachers ban or limit their use in the classroom.

- 4** Read the sentences in **2** again. Use them to write a short text about the advantages of using electronic devices in learning.



# COMMUNICATION AND CULTURE

## Communication

### Electronic devices in class – to use or not to use?

**1** Read the following comments on personal electronic devices. Which sounds most reasonable? Why? Tell your partner.

- a. Personal electronic devices can be very distracting, to you and to others. You may not be able to concentrate on your studies. If your smartphone rings in class, it will be very annoying and disruptive.
- b. Electronics are bad for your eyes, and radiation from electronics could harm your body and cause permanent damage.
- c. Not all students are able to buy personal electronics. They may feel sad and bad about themselves. This might affect their performance at school.

**2** Work in pairs. Exchange your opinions on using electronic devices in class. Refer to the comments in **1** if necessary.

*Example:*

**Student A:** What do you think could be the disadvantage of electronic devices?

**Student B:** Some people think that electronics are bad for your eyes, and radiation from them could harm your body.

**Student A:** Oh, really? I can't believe that. I think they are harmless to users.

**3** Work in groups. Do you have a different opinion? Tell your group members.



## Culture

**1** Read the text about how electronic devices are used among children in the United States and answer the questions that follow.

### US children learning with electronic devices

Like children elsewhere, children in the United States have greatly benefited from modern technology. School students in all grades know how to use electronic devices to look up and store information, do assignments and projects, do calculations and play games.

According to a new survey, about 2 out of 5 children in the USA have used a tablet, a smartphone or a similar mobile device before they could speak in full sentences.

For very young children, the devices may help promote listening and speaking ability. The devices may also help improve older children's critical thinking, reading, writing, and maths skills.

However, children's use of electronic devices has two sides. These devices can be great learning tools, but the wrong use may also cause very bad effects.



- 1. What do school children in the United States use electronic devices for?
- 2. How many US children have used mobile devices before they could speak in full sentences?
- 3. How may the devices help very young children?
- 4. How may they help older children?
- 5. What are the two sides of the children's use of electronic devices?

**2** Work in groups. Talk about how children in your local area / your country use mobile / electronic devices.

## LOOKING BACK

### Pronunciation

**1** Listen and repeat.

Three-syllable adjectives	Three-syllable verbs
adjective, electric	graduate, develop
effective, wonderful	continue, consider
convenient, similar	dedicate, recommend

**2** Listen again and put a mark (') before the stressed syllable.

### Vocabulary

**1** Complete the text with the appropriate words from the box.

- a. devices      b. dictionary      c. technology  
d. electronic      e. learn      f. advantage

Electronic dictionaries are now common in English classes. They can be very easily downloaded into your personal (1) \_\_\_\_\_ device that you carry with you everywhere. This new technology is wonderful, but it can affect your learning. People may think a dictionary is the best way to (2) \_\_\_\_\_ new words. In fact, learning new vocabulary by translating slows down your learning process. A (3) \_\_\_\_\_ should only be used when all other ways of finding out the meaning have failed. There are other ways of understanding new vocabulary, such as looking at the parts of the word or using context to guess its meaning. Modern (4) \_\_\_\_\_ has entered your life and you should try to take (5) \_\_\_\_\_ of it. Electronic dictionaries in mobile (6) \_\_\_\_\_ are a great learning tool, but you need to think how to use them effectively.

**2** In pairs, ask and answer the following questions.

- How can we use electronic dictionaries?
- Why is learning new vocabulary with a dictionary not the best way?
- What should we do now that modern technology has entered our lives?

## Grammar

**1** Use 'which', 'that', 'who' or 'whose' to fill in each gap.

- The house \_\_\_\_\_ my father built is big.
- Mr Xuan Truong, \_\_\_\_\_ was my first teacher, received an award for teaching excellence.
- That media player, \_\_\_\_\_ I often use to practise English, has some great apps.
- That's Peter, \_\_\_\_\_ father has just come back from the Philippines.
- The woman \_\_\_\_\_ you have just spoken to is my favourite English teacher.
- People \_\_\_\_\_ work involves using a computer for most of the day may suffer from headaches.

**2** Combine each pair of sentences into one. Use comma(s) if necessary.

- Shakespeare was a famous playwright. His birthplace was Stratford-upon-Avon.
- His grandmother had a great influence on his life. She was a hard-working woman.
- Tom has hundreds of books. They are all in foreign languages.
- Lan is interested in physics. I don't like it.
- I will always remember the teacher. He taught me how to read and write.
- The girl looked very upset. Her electronic dictionary broke down.





## PROJECT

**1** Your class is going to hold a discussion on the topic *Personal electronic devices in class – to use or not to use*. To prepare for your group's presentation, discuss the following:

1. Reasons for the use / ban of electronic devices in class;
2. List of possible rules of limiting the use of the electronic devices (if your group selects using the devices).

**2** Present your group's ideas to the class.



### NOW YOU CAN

- Use words / phrases related to electronic devices that can help us learn
- Pronounce correctly three-syllable adjectives and verbs
- Understand and use defining and non-defining relative clauses
- Talk about how electronic devices can help us learn
- Write about the advantages of electronic devices as learning tools



# REVIEW 3

## UNITS 6-7-8

### LANGUAGE

#### Vocabulary

- 1** Complete these sentences with suitable words from the box.

inequality	pay	right
discrimination	gender	

- Women are demanding equal \_\_\_\_\_ for equal work.
- I think this is a clear case of \_\_\_\_\_ against women.
- Education for all* means that everyone has the \_\_\_\_\_ to receive education.
- \_\_\_\_\_ equality means that both men and women are treated equally.
- Women in developing countries are fighting against gender \_\_\_\_\_.

- 2** Choose the correct words in the following sentences.



- Using an (*electric / electronic*) device such as a laptop, you can learn English effectively.
- To play audio tapes and CDs, you just need a cassette or CD (*player / recorder*).
- Watching and listening to English (*radio / television shows*) is an excellent way to learn English.
- A (*tablet / desktop*) is a mobile computer that is also useful for language learning.
- Language translation (*touch screen / software*) allows you to translate from one language into another.

#### Pronunciation

- 3** Sort out the words according to their stress patterns and read them aloud. The ones in the first row have been done as examples.

indicate	lovely	actor
famous	modernise	artist
enjoy	difficult	remove
forget	organise	relax

#### Grammar

- 4** Rewrite the following sentences using the passive voice.

- You must keep this door shut.
- Someone will serve refreshments.
- People must not leave bicycles in the hall.
- You should shake milk before you use it.
- People may keep books for two weeks.

- 5** Complete these sentences. Use the comparative or superlative form of the adjectives in brackets. Add any other words if necessary.

- The problem is not so complicated. It's \_\_\_\_\_ (simple) you think.
- That theatre over there is \_\_\_\_\_ (old) building in the city.
- Health and happiness are \_\_\_\_\_ (important) money.
- That was \_\_\_\_\_ (beautiful) painting I've ever seen.
- I like the countryside. Living in the countryside is \_\_\_\_\_ (healthy) and \_\_\_\_\_ (peaceful) living in a city.

- 6** Combine each pair of sentences into one with a suitable relative pronoun. Use comma(s) if necessary.

- Tom works for a company. It makes electronic devices.
- Linda told me her e-mail address. I wrote it on a piece of paper.
- I don't like people. They are never on time.
- What was the name of the girl? Her mobile phone was stolen.
- Mr Brown is retiring next month. He has worked for the same university all his life.



actor



relax



indicate

_____	_____	_____
_____	_____	_____
_____	_____	_____

## SKILLS

### Reading

#### 1 a. Read the text.

#### Interactive whiteboard

An interactive whiteboard is an electronic device that helps students learn English in a more stimulating way. It is very useful in the classroom because it can engage students and provide them with interactive opportunities. You can write on it with a special pen or even with your finger. You can also run presentation software on the interactive whiteboard. It is useful for teachers to make grammar or vocabulary presentations and save them for using again. After students complete an exercise, they can see the correct answers on the board. Teachers can also download resources such as gap-fill exercises, multiple-choice quizzes or games for their students to do in class. All the students have to do is to come to the board and drag and drop their answers into the gaps with their fingers. This involves them directly in work in front of the board, which most of them love. In summary, an interactive whiteboard is beneficial for both teachers and students in the classroom.

#### b. Match the words in A with their definitions in B.

A	B
1. interactive	a. to include something or somebody as an important part of something
2. engage	b. to move something on a screen by pulling it along
3. drag	c. to attract and keep the attention (of somebody)
4. involve	d. that allows people to work together and have an influence on each other

### Speaking

#### 3 Work in groups. Read about different customs in four countries. Then discuss the questions below.

#### Different Customs in...

- **Thailand:** Never touch anyone except a child on the head.
- **Indonesia:** Never point to anything with your foot.
- **Korea:** Don't pass anything to an older person or a superior with only one hand.
- **The USA and Canada:** Don't arrive early if you are invited to someone's home.

1. Does Vietnamese culture follow any of these customs?
2. Why do you think people have these customs?
3. What other interesting customs of Viet Nam or other countries do you know?



#### 2 Read the text again and answer the questions.

1. How does an interactive whiteboard help students?
2. Why is the interactive whiteboard very useful in the classroom?
3. Why is presentation software useful for teachers?
4. What resources can teachers download onto the interactive board?
5. How can students give their answers on the interactive whiteboard?

### Listening

#### 4 Listen to a recording about meeting and greeting customs in some countries around the world. Decide whether the following statements are true (T) or false (F).

		T	F
1.	A handshake is a common form of greeting in the four countries.		
2.	In Finland, close friends and family often hug and kiss when they see each other.		
3.	In Japan, people greet their superiors with a small head bow.		
4.	Korean women usually bow slightly and shake hands to greet each other.		
5.	In Viet Nam and Korea, when you address someone with his or her full name, the family name comes first.		
6.	American men often kiss women when they meet for the first time.		

### Writing

#### 5 Write about what customs a visitor to Viet Nam should know. Use the following points or your own ideas.

Dos	Don'ts
<ul style="list-style-type: none"> <li>• Call first when planning to visit someone at home</li> <li>• Arrive on time when invited to someone's home</li> <li>• Bargain when buying things in open-air markets</li> </ul>	<ul style="list-style-type: none"> <li>• Take photographs in pagodas or temples</li> <li>• Open a gift in front of the giver</li> <li>• Kiss friends on the cheeks when meeting them</li> </ul>

#### Example:

When you visit Viet Nam, there are some important things you should know. For example, if you are visiting a pagoda or temple, it's not acceptable to take photographs ...

# Unit

# 9

# PRESERVING THE ENVIRONMENT

## GETTING STARTED

### Environmental impacts



### 1 Listen and read.

**Nam's father:** What are you doing, Nam?

**Nam:** I'm writing for my school newsletter.

**Nam's father:** What are you writing?

**Nam:** Well, the editor asked me to write a letter giving some practical advice on environmental preservation. So far, I haven't had any ideas!

**Nam's father:** Have you used the web search engine to find any information?

**Nam:** Yes, I have. However, it was confusing because I got too many search results and web pages about the environment.

**Nam's father:** Well, read all of them quickly for ideas and select the most suitable for the topic.

**Nam:** By the way, what does 'environmental impact' mean, Dad?

**Nam's father:** Uh ... it means negative effect or influence on the environment. Well, you can check the meaning using the online dictionary.

### This unit includes:

#### LANGUAGE

##### Vocabulary

Words and phrases related to environmental impacts and ways to protect the environment

##### Pronunciation

Stress in three-syllable nouns

##### Grammar

Reported speech

#### SKILLS

- Reading for general ideas and specific information about threats to the natural environment
- Talking about the environmental impacts of human activities
- Listening for gist and specific information in a student's talk on environmental impacts
- Writing about environmental problems and giving some practical advice on how to preserve the environment

#### COMMUNICATION AND CULTURE

The World Wide Fund for Nature (WWF)

**Nam:** I'll do it right now ... Oh, yes, you're correct.

**Nam's father:** But why are you interested in environmental impacts?

**Nam:** Well, I think if we can see the environmental impacts, we'll know how to protect the environment from many threats such as deforestation, pollution, global warming and fossil fuel depletion.

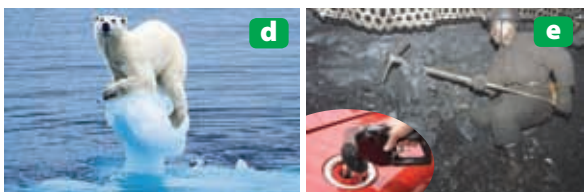
**Nam's father:** Correct! Air pollution, the greenhouse effect and global warming have a negative impact on the environment. As a result, polar ice is melting and sea levels are rising. You need to focus on your topic.

**Nam:** Dad, thanks for your help!

**Nam's father:** OK. Good luck, Nam!

- 2 Label the photos with the words and phrases from the box. Then use a dictionary to check their meaning.

**pollution   polar ice melting   fossil fuels  
greenhouse effect   deforestation**



- 3 Read the conversation between Nam and his father again. Ask and answer the following questions.

1. What is Nam doing for the school newsletter?
2. What did the editor ask Nam to write about?
3. What does 'environmental impact' mean?
4. Why is Nam interested in environmental impacts?
5. Name the threats to the environment mentioned in the conversation.
6. What is the biggest threat to the environment in your neighbourhood?

## LANGUAGE

### Vocabulary

- 1 Complete the sentences with the words from the box.

**pollute   greenhouse effect  
deforestation   depletion   fossil fuels  
global warming   preserve   damage**

1. To \_\_\_\_\_ is to keep and protect something from damage, change or waste.
2. \_\_\_\_\_ is the removal or cutting down of all trees in an area for urban use and farm lands.
3. \_\_\_\_\_ are non-renewable energy sources such as coal, fuel oil and natural gas formed from dead plants and animals underground.
4. To \_\_\_\_\_ is to make air, water, or soil dirty or unclear.
5. The \_\_\_\_\_ occurs when the earth's atmosphere traps certain gases such as carbon dioxide as well as water vapour. This makes the earth's surface warmer.
6. \_\_\_\_\_ is the gradual increase of temperature on the earth's surface due to greenhouse effect.
7. \_\_\_\_\_ is the using up or reducing something like energy or resources.
8. \_\_\_\_\_ is harm or injury that makes something less valuable or able to function.

- 2 Complete the table with the words from the box.

**deforest   protect   consumption  
confuse   contaminate  
preservation   deplete   pollute**

Verb	Noun
1. _____	protection
2. preserve	_____
3. _____	contamination
4. consume	_____
5. _____	deforestation
6. _____	pollution
7. _____	depletion

#### Do you know ...?

The position of a word in a sentence or its formation can tell about its class.

- A noun can directly follow a determiner like **a/an, the, your, some** or a preposition like **for**, and be formed with **-tion, -ation** and **-ity**.

**Examples:** the **protection** of natural resources, a **lifestyle**, **for** use, **preservation**, **electricity**, etc.

- A verb can directly follow a subject pronoun, the particle **to**, modals like **can, will** and be formed with endings like **-ed, -ing**, etc.

**Examples:** **to** protect, **can** consume, are **depleted**, etc.



**3 Complete the sentences with the nouns or verbs in 2. Change the word forms, if necessary. Each word is used once.**

1. The \_\_\_\_\_ of energy in this area has increased a lot since a new modern resort was built.
2. How much energy does this modern resort \_\_\_\_\_ every day?
3. Scientists have been looking for solutions for decades to \_\_\_\_\_ the earth's limited fossil fuels from depletion.
4. Many environmentalists have supported the \_\_\_\_\_ of the earth's natural resources such as land, fresh water, rain forests and fossil fuels.
5. The coastal areas have been severely \_\_\_\_\_ by the disposals of harmful chemical rubbish.
6. The greenhouse effect is made by \_\_\_\_\_.
7. \_\_\_\_\_ by chemical sprays and fertilizers makes land arid, and vegetation harmful to human health.
8. Most chemicals \_\_\_\_\_ the ground and the underground water.

## Pronunciation

- 1** The words in the box are three-syllable nouns. Listen and repeat. Can you add two more, using the words from the VOCABULARY section 3?

article	animal	editor
influence	pollution	scientist
solution	chemical	confusion
protection		

- 2** Listen and put a mark (') before the stressed syllable in each word.

article	influence	energy	solution
newsletter	pollution	protection	atmosphere
editor	confusion	scientist	chemical

### Do you know ...?

The syllable before **-tion** or **-sion** is usually stressed.

#### Examples:

po'llution, so'lution, pro'tection, con'fusion, de'pletion

## Grammar

### Reported speech

- 1 Read the following sentences from the conversation between Nam and his father in GETTING STARTED. Write the names of the speakers.**

1. 'I'm writing for my school newsletter' \_\_\_\_\_ said.
2. 'Give some practical advice to students on environmental preservation,' \_\_\_\_\_ asked Nam.
3. 'I haven't had any ideas,' \_\_\_\_\_ said.
4. 'Use the web search engine to find information,' \_\_\_\_\_ told him.
5. 'It's so confusing because I got too many search results and web pages about the environment,' \_\_\_\_\_ said.
6. 'Focus on your topic,' \_\_\_\_\_ told him.

### Do you know ...?

You can use **reported speech** to repeat what people have previously said.

#### Examples:

- 'I'm writing for my school newsletter,' Nam said.

*Nam said (that) he was writing for his school newsletter.*

- 'Focus on your topic,' Nam's father told him.

*Nam's father told him to focus on his topic.*

Notice the changes:

	Direct speech	Reported speech	
Pronoun	I	he	depending on the context
Possessive	my	his	
Verb	is writing	was writing	depending on the context and time
	focus	to focus	

**Note:** There are **no quotation marks** in reported speech.

**2 Change the direct speech statements into reported speech. Make any changes, if necessary.**

1. 'Pollution is one of the problems in my neighbourhood,' Nam said.  
Nam said \_\_\_\_\_.
2. 'More people are aware of the preservation of natural resources,' the editor said.  
The editor said \_\_\_\_\_.
3. 'We are discussing the protection of the natural environment,' the students told their teacher.  
The students told their teacher \_\_\_\_\_.

4. 'Use the web search engine to find the information that you need,' Nam's father told him.  
Nam's father told him \_\_\_\_\_.
5. 'It's confusing because there are too many web pages about the environment,' Nam said.  
Nam said \_\_\_\_\_.
6. 'Air pollution is one of the causes of the greenhouse effect,' scientists said.  
Scientists said \_\_\_\_\_.

## SKILLS

### Reading



**1 What do you think the environmental impact in each photo is? Read the text quickly and check your answers.**

**2 Quickly read the text and select the best title.**

- a. Natural Resource Depletion
- b. The Long-term Damage of Soil
- c. Environmental Pollution
- d. The Destruction of Ecosystem

Environmental pollution is one of the impacts of human activities on the earth. It is also one of the biggest problems of the world today. The environmental pollution is the cause of some diseases that most people do not know about. There are four types of pollution, namely, air pollution, soil pollution, water pollution and noise pollution.

Most of the air pollution results from the burning of fossil fuels, motor vehicles, factories, aircraft and rockets. This can cause acid rain which damages water, soil, and **vegetation**. Air pollution also contributes to the greenhouse effect which can lead to a series of environmental problems such as global warming, polar ice melting, rise of sea levels and loss of land.

Soil pollution is a result of dumping plastic or other **inorganic** waste in the ground and the overuse of chemical **fertilizers** in agriculture. The long-term effects of soil pollution are contaminated vegetation and the decrease of soil fertility.

Water pollution is a result of dumping **pollutants** such as detergents, **pesticides**, oil, and other chemicals in rivers, which makes the water unclean or contaminated. Rubbish blockages in rivers can also cause pollution. The effects of water pollution include the destruction of **ecosystem** of rivers, lakes and the pollution of groundwater, surface water and seawater.

Noise pollution is caused by loud and annoying sounds of motor vehicles, railway, aircraft and jet engines, factory machinery and musical instruments. It can cause stress and psychological and health problems for humans such as increased heart rate and hearing damage.

Environmental pollution is becoming an increasingly serious problem or threat that needs to be taken care of as soon as possible, not only for the sake of the environment, but also for the people that live in it.

3 Match each highlighted word in the text with the correct definition below.

- 1. \_\_\_\_\_: a complex set of relationships among the living resources, habitats, and residents of an area. It includes plants, trees, animals, fish, birds, etc.
- 2. \_\_\_\_\_: chemicals used to kill insects
- 3. \_\_\_\_\_: not related to animals, plants or trees
- 4. \_\_\_\_\_: plants in general
- 5. \_\_\_\_\_: manures or substances that support plant growth
- 6. \_\_\_\_\_: things that make the air, water and soil unclean or contaminated

4 Are the sentences true (T) or false (F)? Correct the false sentences.

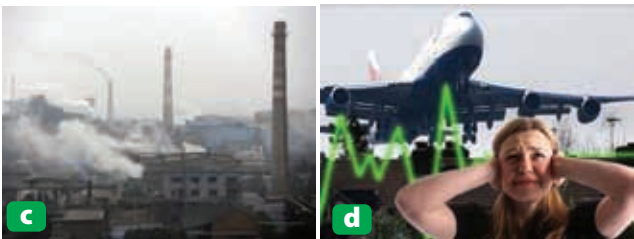
	T	F
1. Environmental pollution results from natural disasters.		
2. The greenhouse effect is a result of water pollution.		
3. Using a lot of fertilizers can reduce soil fertility.		
4. Water pollutants are things such as detergents, pesticides, oil, other chemicals and rubbish blockages in rivers that make water contaminated.		
5. Noise pollution can increase heart rate and damage hearing.		
6. Environmental pollution needs to be taken care for the sake of the environment and the people that live in it.		

5 Work in groups. Discuss the types of pollution in your neighbourhood and their consequences.

Speaking

Environmental impacts of human activities

1 Label the photos with the types of pollution.



2 Read the text in the READING section again. Complete the table below. Include your ideas, if necessary.

Human activity	Type of pollution	Consequence
fossil fuel burning by motor vehicles, factories, aircrafts and rockets	air pollution	a series of environmental problems such as acid rain, greenhouse effect, global warming and health problems
fertilizers and pesticide sprays, harmful rubbish and chemicals thrown in the rivers		
loud and annoying sounds from factory machinery, motor vehicles, aircraft, and musical instruments	noise pollution	

### 3 Work in pairs. Practise the following conversation.

**Student A:** We are facing severe environmental pollution despite the fact that many organisations are working hard to reduce it.

**Student B:** Well, it is a result of human activities in modern times. For example, air pollution is a consequence of fossil fuel burning by motor vehicles, factories, aircraft and rockets.

**Student A:** You're right. It leads to a series of environmental problems such as acid rain, greenhouse effect, global warming and health problems.

**Student B:** Well, if this goes on, the earth may soon become a dangerous place to live on. Therefore, we must do something before it is too late.

### 4 Work in groups. Choose one of the types of pollution in 2. Use the information from the table to prepare a similar conversation as in 3.

### 5 Act out the conversation you have prepared.

## Listening Preserving the natural environment

### 1 Look at the photo and describe what you see.



### 2 Listen to a student's talk. What is he talking about? Tick the correct box.

- |                                      |                          |
|--------------------------------------|--------------------------|
| a. How to Overcome Natural Disasters | <input type="checkbox"/> |
| b. Natural Resource Depletion        | <input type="checkbox"/> |
| c. Environmental Degradation         | <input type="checkbox"/> |
| d. Deforestation and Its Effects     | <input type="checkbox"/> |

### 3 Listen again. Tick the words you hear. Look up the meanings of these words in a dictionary.

- |           |                          |              |                          |
|-----------|--------------------------|--------------|--------------------------|
| degraded  | <input type="checkbox"/> | resulted     | <input type="checkbox"/> |
| erosion   | <input type="checkbox"/> | civilization | <input type="checkbox"/> |
| sewage    | <input type="checkbox"/> | aquatic      | <input type="checkbox"/> |
| awareness | <input type="checkbox"/> | mass media   | <input type="checkbox"/> |

### 4 Listen again. Complete the sentences with one or two words from the talk.

- The natural environment has been seriously \_\_\_\_\_ and degraded by human activities through many decades.
- The burning of fossil fuels by factories and motor vehicles has led to air pollution and resulted in acid rain, greenhouse effect and \_\_\_\_\_.
- Deforestation for land use has affected the \_\_\_\_\_ and led to the extinction of rare animals, extreme floods and land erosion.
- They have changed and degraded the natural environment and led to various \_\_\_\_\_.
- We should \_\_\_\_\_ the burning of fossil fuels, and encourage forestation to replace deforestation.
- People should make \_\_\_\_\_ to protect the environment for the next generation.

### 5 Ask and answer the following questions.

- What is the definition of environment in the talk?
- What has led to air pollution?
- What has led to soil pollution?
- What has deforestation caused?
- What should we do to reduce water pollution?
- What should we do to preserve the forests?
- What should people do to preserve the environment for the next generation?



## Writing

### Practical advice on water and electricity consumption

- 1** What do you see in the picture? What does the text in the picture mean? Do you turn off the tap while you are brushing your teeth?



- 2** The following paragraphs are extracts from a student's talk giving some practical advice on reducing water and electricity consumption at home. Quickly read the text and match the headings (a-d) with the paragraphs (1-4).

- a. Your participation in environmental preservation
  - b. Your actions to reduce water consumption
  - c. Your actions to reduce electricity consumption
  - d. Introducing the environmental problem
1. Fresh, clean water is very important to life because no one can live long without it. Yet it is one of the limited and most endangered natural resources on our planet. Water keeps the earth green, and we can transform flowing water to electricity or energy. Our modern world has consumed a lot of water and electricity. So, what do you think will happen if water runs out? The following advice can help to reduce your water and electricity consumption at home.
  2. When you leave a room or your home, unplugging electronic devices like the television, radio, computer is an easy way to save electricity because these devices still consume energy even though they are off.
  3. When you use water, you also consume energy. Turning the tap off until you need water to rinse your hands or brush your teeth, and washing full loads of laundry instead of smaller ones can help to reduce electricity and water consumption as well.
  4. The above advice is very simple and not new. However, if you follow at least one of the tips, you can be proud of taking part in the preservation of water, one of the very important and limited natural resources on the Earth.

- 3** Match the following sentences with the paragraphs (1-4) in 2.

- a. Turn the tap off until you need water to rinse your hands or brush your teeth, and wash full loads of laundry instead of smaller ones.
- b. Water is one of the limited natural resources. It can run out.
- c. You can be proud of your participation in the preservation of water.
- d. Unplug the electronic devices when you leave a room or your home.

- 4** Choose one of the following limited natural resources to write three paragraphs similar to those in 2: paragraph 1 to introduce the type of pollution, paragraph 2 to give some practical advice and paragraph 3 to conclude.

Natural resource	Advice
fossil fuels, non-renewable resources: coal, oil, natural gases producing energy	<ul style="list-style-type: none"> <li>– reducing the use of fossil fuels for energy</li> <li>– research and replace fossil fuel energy with other renewable fuels such as water, sun, etc.</li> <li>– raise awareness on the problems in the public and in education</li> </ul>
forests: absorbing carbon dioxide (CO <sub>2</sub> ) and other harmful gases; reducing air pollution, heat, floods, etc.	<ul style="list-style-type: none"> <li>– careful planning of land use for public facilities and in agriculture; proper deforestation plans to replace the trees cut down</li> <li>– raise awareness on the problems in the public and in education</li> </ul>

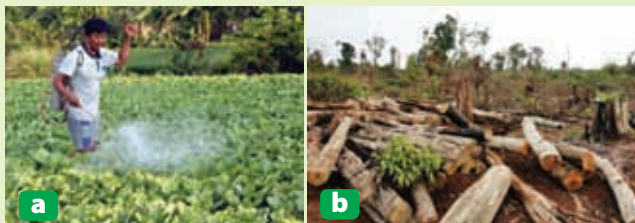
## COMMUNICATION/AND CULTURE

### Communication

#### Discussion

##### 1 Work in pairs.

- Label the photos.
- Describe what you see in each photo: state the environmental problems and their effects.



##### 2 Listen to the recording. Ask and answer the following questions.

- Which of the photos are the speakers talking about?
- What environmental threats are mentioned in the conversation?
- What are the negative effects of this environmental problem?
- What should be done to protect the environment in this case?

##### 3 Discuss in groups. Suggest what should be done to protect the environment.

### Culture



##### 1 Look at the logo. Can you recognize the animal? Where does it come from? What does the abbreviation WWF mean? Quickly read the text to check your answers.

##### 2 Read the text again. Ask and answer the questions.

- When was WWF set up?
- What kind of organisation is it?
- Why did the organisation recognise the panda as its logo?
- What was WWF's mission stated in 1990s?
- Why is WWF the world's largest organisation?

The World Wide Fund for Nature (WWF), originally called The World Wildlife Fund, is a non-government organisation. It was set up in 1961, and had its operations in areas such as the preservation of biological diversity, sustainable use of natural resources, the reduction of pollution, and climate change.

The symbol of WWF originates from a panda named Chi Chi, which was transferred from the Beijing zoo to the London zoo in 1961 when the organization was established. Chi Chi was the only giant panda in the Western world at that time and one of the most endangered animals. WWF recognized it as the symbol of the organization.

In 1986, the organisation changed its name to World Wide Fund for Nature to better reflect its activities. However, it has operated under the original name in the United States and Canada. In the 1990s, WWF revised its mission to: 'Stop the degradation of the planet's natural environment and build a future in which humans live in harmony with nature, by:

- conserving the world's biological diversity
- ensuring that the use of renewable natural resources is sustainable
- promoting the reduction of pollution and wasteful consumption.'

WWF is the world's largest independent conservation organisation with over 5 million supporters worldwide, working in more than 100 countries, supporting around 1,300 conservation and environmental projects.

# LOOKING BACK

## Pronunciation



**1 Listen and repeat.**

- |                |                |
|----------------|----------------|
| 1. pollution   | 2. erosion     |
| 3. energy      | 4. animal      |
| 5. consumption | 6. awareness   |
| 7. poverty     | 8. depletion   |
| 9. solution    | 10. protection |



**2 Put a mark (') before the stressed syllable in each of the words in 1. Then listen and check your answers.**

- \_\_\_\_\_ of environmental preservation should be raised in the public as well as in education. (*aware / awareness*)
- We should \_\_\_\_\_ the limited or non-renewable natural resources for our future generations. (*protection / protect*)
- The energy \_\_\_\_\_ of the community has increased since the new resort was built. (*consume / consumption*)
- Over-exploitation of oil will lead to the \_\_\_\_\_ of this natural resource. (*depletion / deplete*)

## Vocabulary

**1 Group the words according to their class.**

animal	pollution	preserve	protect
consume	emit	deplete	energy
erode	resource	threat	disposal

Verb	Noun

**2 Complete the sentences using the correct words in brackets.**

- Water is one of the limited natural resources which can run out soon. All efforts should be made to \_\_\_\_\_ it. (*preserve / preservation*)
- Disposal of solid waste into the local river has been the cause of water \_\_\_\_\_ in this area. (*pollute / pollution*)

## Grammar

**1 Read the story. Underline the sentences said by Nick, Mary and Mr Jones.**



Mr Jones is aware of the need for environmental protection. He has two children, Nick and Mary. One weekend, the family went to the beach to have a picnic. The seashore was much polluted because of the amount of waste left there. Mr Jones was very sad. He said, 'All this rubbish is killing fish and other sea creatures.' Nick immediately said, 'We can clean the beach together.' Mary said, 'I will ask our friends and neighbours to come and help us.' Mr Jones was very happy that his children wanted to help. He said, 'I'm so happy to hear that, children.'

The following week, the family came back to the beach with many of their friends and neighbours. They also brought big carrier bags. Mr Jones gave them gloves and told them, 'Protect yourselves from germs.'

## 2 Report what Nick, Mary and Mr Jones said.

1. Mr Jones was very sad and said \_\_\_\_\_  
\_\_\_\_\_.
2. Nick said \_\_\_\_\_  
\_\_\_\_\_.

3. Mary told them \_\_\_\_\_  
\_\_\_\_\_.
4. Mr Jones told his children \_\_\_\_\_  
\_\_\_\_\_.
5. Mr Jones gave the people gloves and told them \_\_\_\_\_  
\_\_\_\_\_.

## PROJECT



### 1 Imagine the area in which your school is located has suffered from environmental pollution. Work in groups.

- Discuss one type of pollution and its causes and effects on the natural environment and the health of the local people.
- Find some pictures / photos to illustrate the pollution problem.
- Write some practical advice on how to reduce this type of pollution.

### 2 Prepare and give a presentation to your class.

## NOW YOU CAN

- ▶ Pronounce three-syllable nouns and use them in sentences
- ▶ Use reported speech
- ▶ Talk about the environmental impacts of human activities and how to preserve the environment
- ▶ Write to give some practical advice on the preservation of the earth's limited resources



# Unit 10 ECOTOURISM

## GETTING STARTED

### Nature lovers



Phillip island

## This unit includes:

### LANGUAGE

#### Vocabulary

Words and phrases related to the importance, benefits and principles of ecotourism

#### Pronunciation

Stress in words of more than three syllables

#### Grammar

Conditional sentences Types 1 and 2

### SKILLS

- Reading for general ideas and specific information about the benefits and principles of ecotourism
- Talking about what tourists can do on an eco tour
- Listening for gist and specific information about ecotourism
- Writing a travel brochure promoting an eco tour

### COMMUNICATION AND CULTURE

Problems with ecotourism in Viet Nam and Africa

## 1 Listen and read.

**Travel agent:** Good morning. What can I do for you?

**Mr Collins:** Good morning. We're thinking about a trip to Australia.

**Travel agent:** Do you want to know more about culture or nature there? Or do you just want to relax?

**Mrs Collins:** Nature ... Both of us love nature.

**Travel agent:** In that case, I suggest an eco tour.

**Mrs Collins:** Eco tour? What's that?

**Travel agent:** Well, eco tours involve travel to areas of natural or ecological interest to observe wildlife and learn about the environment. Ecotourism is also sustainable.

**Mr Collins:** That sounds interesting. What can we do on an eco tour?

**Travel agent:** You can see different kinds of animals like crocodiles, snakes, frogs, birds,

butterflies and other rare animals. You can go scuba-diving and see the coral reefs.

**Mrs Collins:** How many days do we need to do all these activities?

**Travel agent:** About four days. If you also want to go on a camping safari, you'll need another three days.

**Mr Collins:** Um... I'm not sure if we can manage a week. But if we could take the seven-day tour, how much would it be per person?

**Travel agent:** About 3,000 dollars, including airfare.

**Mr Collins:** OK, thanks for your help. We'll think about it and come back tomorrow.

**Travel agent:** Another thing ... if you book early and pay two months before departure, you'll get a two per cent discount.

**Mrs Collins:** Sounds good! Thanks for letting us know. Goodbye.

## 2 Answer the questions about the conversation.

1. Why does the travel agent suggest an eco tour to Mr and Mrs Collins?
2. What does ecotourism mean?
3. What are some ecotourism activities in Australia?
4. How much would Mr and Mrs Collins have to pay for two people if they took a seven-day tour?
5. What does the travel agent offer to Mr and Mrs Collins if they book early and pay two months before departure?

## 3 Find the conditional sentences in the conversation and write them in the space below.

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## 4 Work in pairs. Underline the verbs in the conditional sentences in 3. Decide whether they are type 1 or type 2.

## 2 Complete the following sentences, using the adjectives in 1.

1. A \_\_\_\_\_ forest is a forest where trees that are cut are replanted and the wildlife is protected.
2. It was quite \_\_\_\_\_ to spend a week on a camping trip with friends in the open air.
3. When you take part in an eco tour, you learn more about the \_\_\_\_\_ traditions of the local people and the \_\_\_\_\_ habitat of some rare animals.
4. Cutting down trees or hunting wild animals may upset the \_\_\_\_\_ balance of an area.
5. Mass tourism may cause \_\_\_\_\_ problems such as pollution, water shortages, or an increase of waste.
6. I am very much \_\_\_\_\_ in learning more about ecotourism and its benefits.

## Pronunciation

### 1 Listen and put a mark (') before the syllable with the primary stress.

- |                |                  |
|----------------|------------------|
| a. sustainable | b. preservation  |
| c. environment | d. environmental |
| e. ecology     | f. ecological    |
| g. relaxation  | h. scuba-diving  |
| i. ecotourism  | j. eco-friendly  |

### 2 Listen again and repeat the words in 1.

#### Do you know ...?

Words ending in /-tion /, /-ic /, /-ical /, /-ial / and /-ity / have primary stress on the syllable **before** these endings. Some long words may have secondary stress (ˊ), which is less loud than the primary stress (ˈ), e.g. ˊconserˈvation, ˊpopuˈlarity

## LANGUAGE

### Vocabulary

#### 1 How do we form adjectives from nouns or verbs? Use a dictionary and complete the table.

Nouns / Verbs	+ suffixes	Adjectives
1. culture (n)	+ -al	<i>cultural</i>
2. nature (n)		
3. environment (n)		
4. ecology (n)		
5. interest (v)		
6. sustain (v)		
7. relax (v)		

# Grammar

## Conditional sentences Type 1

- 1 Complete the sentences, using the correct forms of the verbs in the box. You can use a modal verb in the main clause if necessary.**

fail      pay      go      eat  
get      call      leave      get

1. If Alice \_\_\_\_\_ for Ha Noi at 3 o'clock, she'll be there by 10.30.
2. We \_\_\_\_\_ to school on time if the bus is late again.
3. My parents might be sad if I \_\_\_\_\_ the exam.
4. You \_\_\_\_\_ a discount if you pay for the trip in advance.
5. If you \_\_\_\_\_ for an eco tour, part of your money will be used for wildlife protection.
6. If it doesn't rain, we \_\_\_\_\_ in the garden.
7. I'm sure he \_\_\_\_\_ you if he doesn't see you at the party.
8. You \_\_\_\_\_ out with your friends if you finish your homework before 7 o'clock.

### 2 Put the verbs in brackets in the correct form.

1. I (be) surprised if you (fail) the exam. You're working so hard.
2. We (help) you to do the housework if we (have) time.
3. John and Ann (feel) disappointed if nobody (come) to their party.
4. If I (need) money to buy a dictionary, you (lend) me some?
5. If you (throw) plastic bags into the sea, the fish (eat) them and (die).
6. You (cause) a forest fire if you (make) a campfire and then (leave) it unattended.
7. The birds (be) scared and (fly) away if the birdwatchers (make) loud noises.
8. I (take) the laptop back to the shop if you (not know) how to fix it.

### Do you know ...?

- **Conditional sentences Type 1** are used to talk about present or future activities or events that are real or very probable.
- Different modal verbs can be used in the main clause.

If-clause	Main clause
present tense	will / may / might / can

### Examples:

- If you **have** a birthday party, you'll **get** lots of presents. (*probability*)
- If the weather **is** warm, we **may / might go** to the park. (*possibility*)
- If the weather **is** warm, you **can go** to the park. (*permission*)

## Conditional sentences Type 2

- 3 Match the first part in column A with the second part in column B to complete the unreal conditional sentences (Type 2). Put the verbs in brackets in the correct form.**

A	B
1. If Kim (live) in the countryside,	a. I (tell) him the truth.
2. If I (be) you,	b. there (be) less air pollution.
3. If people (not, start) wars,	c. I (travel) abroad on my own.
4. If more people (use) public transport,	d. she (work) on a farm with a lot of animals.
5. You (change) your appearance	e. if the sun (stop) shining.
6. If I (be) 10 years older,	f. the world (be) a better place to live.
7. We (go) to the beach	g. if you (have) a chance?
8. Life on Earth (be) impossible	h. if the weather (be) fine.



#### 4 Read the situations and make conditional sentences. You can use **could** where possible.

- Victor doesn't speak English. He can't get a good job.  
⇒ *If Victor spoke English, he could get a good job.*  
OR: *If Victor could speak English, he could / would get a good job.*  
OR: *Victor could / would get a good job if he could speak English.*
- Nancy doesn't live near the park. She can't go running there every morning.
- Nam can't swim. He is not allowed to go to the swimming pool alone.
- Tom doesn't have a passport. He can't travel abroad.
- There are so many tourists visiting the national parks. The environment there is badly damaged.
- Tourists throw litter in the river. The water is polluted.
- These students do not work hard. They can't pass the exam.
- Hoà's got so much homework that she can't go out with her friends tonight.

#### Do you know ...?

- This type of conditional sentences is used to talk about present or future activities or events that are not real or unlikely to happen.
- '**Could**' can be used in either the main clause or the If-clause, or both.

If-clause	Main clause
past tense	would
could + bare infinitive	could

#### Examples:

- If I **had** more than 24 hours a day, I **would be** able to do more things.
- If my dog **could talk**, he **would / could tell** me what he wants.

**Pablo, a farmer from Costa Rica:** Costa Rica is one of the world's best ecotourism destinations. We have beautiful beaches, thick rain forests, exciting volcanoes, and exotic wildlife. The local government and tour guides tell us that ecotourism is good for us, but the fact is, I don't really know what it is. But I do know that when tourists come here, there are more jobs for us, and I can earn more. However, there are bad things as well. We have to change our way of life. To entertain tourists, we have to change our usual foods to suit their tastes or adapt dances and traditions to suit their needs.

## SKILLS

### Reading

#### Go green

- Look at the tourist map of Costa Rica, a country in Central America. Work with a partner. Discuss what tourists can do or see in Costa Rica.



- Read two opinions about ecotourism. Choose the best title for them.

- Sustainable Ecotourism and Jobs
- Pros and Cons of Ecotourism
- Ecotourism - A Solution to Environmental Problems

#### Marco, an environmentalist from Costa Rica:

People travel a lot more nowadays. Mass tourism has contributed to the destruction of the environment. More and more hotels are built while forests and beaches are destroyed. A lot of waste from hotels and vehicles is also discharged into the water and air. I think ecotourism can help to solve this problem because it is sustainable and done for the purpose of enjoying nature. Although relatively new, ecotourism is growing rapidly. The money from ecotourism goes back to nature. How does this happen? Local governments use the money for the preservation of their national parks, and the different species of fauna and flora found there. Tour guides and travel brochures educate tourists about the protection of the environment. Tourists enjoy the beauty of wildlife without harming it. They stay with local families instead of hotels and get to know their culture and lifestyle.



### 3 Match these words with their meanings.

Words	Meanings
1. discharge (v)	a. all the plants of a particular area
2. fauna (n)	b. exciting and unusual
3. flora (n)	c. all the animals living in an area
4. exotic (a)	d. change in order to be suitable for the new situations
5. adapt (v)	e. release

### 4 With a partner, make a list of the positive and negative effects of ecotourism according to the two speakers.

### 5 Who may say these things? Tick (✓) the appropriate boxes.

Marco Pablo

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. Ecotourism can be beneficial to local people.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ecotourism can solve the problem of pollution.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ecotourism can change local people's way of life.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. To build hotels, people destroy forests.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Tourists learn how to protect the environment.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ecotourism is something I don't understand very well. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I understand ecotourism and its benefits very well.   | <input type="checkbox"/> | <input type="checkbox"/> |

### 6 Do you agree with Marco that ecotourism can truly solve the problem of pollution? Think about what happens to the environment when there are more visitors to a destination.

## Speaking

### Travel and enjoy

#### 1 Read this conversation between two friends. Then practise it with a partner.

**Hoa:** Hi, Peter. Packing your bag? Are you going somewhere?

**Peter:** Yeah. We've booked an eco tour to Bach Ma National Park near Hue City.

**Hoa:** Wow! What are you going to see or do there?

**Peter:** We can explore the mysterious hiking paths in the forests, watch the birds, and look at the plants. We'll also spend a night at an old villa built before 1954 ...

**Hoa:** Sounds great! But why is it called an eco tour?

**Peter:** Well, on an eco tour, you'll learn how to respect and protect wildlife and local people's life.

**Hoa:** I see. What else will you do?

**Peter:** If we have more time, we'll visit Hue and enjoy the local food there.

**Hoa:** If I were you, I'd visit Lang Co Beach as well.

**Peter:** Thanks for the advice. I love swimming. We'll think about that.

### 2 Below are three destinations for ecotourists. Work in pairs. Choose one destination and make a similar conversation as in 1.



**Where to go: Sa Pa (Lao Cai Province)**

**What to do and see:** go hiking in the forest, visit Cat Cat village, enjoy the traditional life of the Black H' Mong, watch the waterfalls, go camping in the forest

**What else to do:** buy handicrafts at a village market

**Where else to visit:** Sa Pa love market held every weekend

**Where to go: Central Highlands**

**What to do and see:** go biking in the forests, watch wildlife, go kayaking, visit Don Village, enjoy cooking and staying overnight with local ethnic families

**What else to do:** attend Gong culture festival in Dak Lak Province

**Where else to visit:** coffee plantations to enjoy fresh coffee

Where to go: **Can Gio Biosphere Reserve (Ho Chi Minh City)**

What to do and see: watch birds at sunrise or sunset, take a boat to Dam Doi to see bats hanging on trees, watch crocodiles hunting for food

What else to do: swim in the sea, enjoy seafood

Where else to visit: Monkey Island

- 3 Work in groups. Choose one ecotourism destination in Viet Nam and prepare a presentation about what tourists can see and do there. Then report to other groups.**

*Suggested destinations:*

*Cat Ba National Park (Hai Phong City)*

*Nui Chua National Park (Ninh Thuan Province)*

*Phu Quoc National Park (Kien Giang Province)*

## Listening

### Ecotourism in the Mekong Delta

- 1 What do you know about the Mekong Delta? Work with a partner. Look at the pictures and decide which activities tourists can do there.**



listening to traditional music



watching birds



eating local food



riding an ostrich



catching fish



visiting an old house

- 2 Listen to a news report and choose the caption that best summarises the main idea.**

- a. How the Mekong Delta became an ecotourism destination
- b. Famous resorts in the Mekong Delta
- c. Effects of ecotourism on the Mekong Delta

- 3 Listen again and answer the questions.**

- 1. Why couldn't Ba Duc attract more tourists to his old house before 2000?
- 2. How many tourists now visit his garden every day?
- 3. When did Tu Binh start ecotourism activities to attract visitors?
- 4. What do tourists do with the small fish they catch in Tu Binh's fish pond?
- 5. How many tourists now visit his farm every day?

- 4 Listen again. Complete the notes about the two farmers' ecotourism places for tourists.**

**1. Ba Duc's ecological garden:**

- garden area: \_\_\_\_\_ hectares
- activities for tourists:
  - a. visiting the old house
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

**2 Tu Binh's ecological farm:**

- fish pond area: \_\_\_\_\_ hectares
- activities for tourists:
  - a. catching fish
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

- 5 Work with a partner. Which of the activities mentioned in 4 would you enjoy doing the most if you took a tour to the Mekong Delta?**

# Writing

## Let's go on an eco tour!

- 1 Look at the travel brochure below and find the different parts. Match the numbered parts in the brochure with their content.

**Can Gio Biosphere Reserve**

If you want to get away from the busy city, you can join one of our eco tours...

What you can do or see...

- Watch birds at sunrise or sunset
- Take a boat to Dam Doi
- Visit Monkey Island
- Watch crocodiles hunting for food

**Boat rides to Dam Doi**

**Visiting Monkey Island**

**ABC Travel**

Address: 12345 Truong Son St., District 12, Ho Chi Minh City

Phone: 555-555-5555  
Fax: 555-555-5555  
E-mail: ABCTravel@com.vn

**ACT RESPONSIBLY!**

Respect the wildlife. Speak softly while watching the animals. Don't litter. Don't break tree branches. Don't smoke. You may cause a fire.

**Departure information**

- Leaves HCMC at 6 a.m. every Sunday
- Goes back to the city at 6 p.m. same day

Adults: VND 400,000  
Children: VND 200,000

**Save our world**

a. Contact information of the travel company

b. Information about the trip (departure time, price list)

c. Name of the destination

d. Pictures of the destination

e. Information about what visitors can do or see at the destination

f. Advice on how to be a responsible ecotourist

- 2 Work in groups. Use the information about the eco tours to Sa Pa or Central Highlands in the Speaking section to design a travel brochure. You can add more information and pictures to make your brochure attractive.

- 3 Show your group's brochure to other groups. Prepare a brief report to advertise your eco tour.

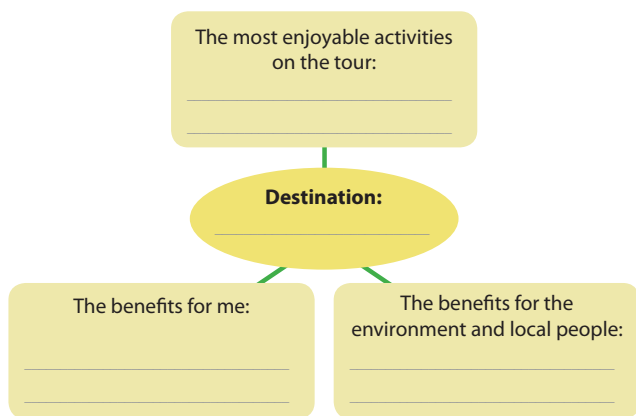
### Example:

Our travel brochure is about an eco tour to Can Gio Biosphere Reserve. The tour leaves HCM City at 6 a.m. and gets back at 6 p.m.. The tour doesn't cost too much: only VND 400,000 per person. During this one-day trip, you can watch birds and see crocodiles hunting for food and bats hanging on the trees. But you need to behave responsibly. You should speak softly while watching the animals...

# COMMUNICATION AND CULTURE

## Communication

- 1** If you have a chance to go on an eco tour, which destination in Viet Nam will you choose? Read the information about the places mentioned in this unit (*Bach Ma National Park, Sa Pa, Central Highlands, Can Gio Biosphere Reserve, the Mekong Delta, etc.*). Decide on one place and take notes. Complete the diagram.



- 2** Work with a partner. Tell him / her about your choice of destination and give reasons.

### Example:

**Student A:** Which destination will you choose if you have a chance to go on an eco tour?  
**Student B:** I'll visit ...  
**Student A:** Why?  
**Student B:** Because there are a lot of enjoyable activities to do there such as ...  
**Student A:** Anything else?  
**Student B:** Well, I could also benefit a lot from the tour. I could learn ...  
 ...

## Culture

- 1** Look at the pictures and discuss how the tourism activities in each one may affect the environment. Use the words or expressions below.

- break tree branches
- cut down trees
- be in danger of extinction
- cause (air, water, land,...) pollution
- cause a forest fire
- leave litter after the picnic



**a.** relaxing on the beach



**b.** camping in the forest



**c.** hunting

- 2** Read two articles about some problems with ecotourism in Viet Nam and Africa. Then match the titles with the articles. One title is extra.

- a.** Ecotourism: Development or Damage?
- b.** Sustainable Ecotourism
- c.** Is It Really Ecotourism?

**1.** Viet Nam's natural and cultural potential for ecotourism is well known. However, eco tours in Viet Nam involve mainly travel to natural places and the activities are not based on the ecotourism principles.

In Ha Long Bay, for example, tourists just visit the bay and some caves, without learning about the environment or taking part in any local cultural activities.

In addition, in some national parks, tourists are not fully aware of environmental protection. If they throw rubbish or break tree branches, they are not fined. As a result, some tourist areas have suffered from some environmental damage.

What's more, most tour guides have poor knowledge of the ethnic culture. Therefore, ecotourists have little or no understanding of Viet Nam's cultural diversity.

**2.** Many African countries, with their numerous national parks and safaris, have benefited from ecotourism. However, ecotourism activities have had some negative impacts on the environment and people there.

One of the worst impacts is the massive loss of land. Parks and game reserves require vast land, and the local people's best pasture lands have been taken away.

In Kenya, the tourism industry has employed better educated people from other countries. As a result, ecotourism has not provided more jobs for the local people.

In Tanzania, hunting in some game reserves is allowed. Camping requires firewood for cooking and heating. These activities have caused danger and harm to the environment.



- 3** Below are some principles of ecotourism. Put a cross if it has not been applied, and write NG (Not given) if the articles don't mention it.

Principles of ecotourism	Viet Nam	Africa
a. Reduce the impact of tourism activities on the local nature and culture.		
b. Increase tourists' environmental and cultural awareness and respect.		
c. Provide financial benefits for the conservation of local destinations.		
d. Provide financial benefits for local people.		
e. Provide positive experiences for both visitors and hosts.		

- 4** Work in pairs. Discuss what should be done to restrict the harm or damage tourists may cause to the environment and local people in Viet Nam and Africa.

## LOOKING BACK

### Pronunciation

Say the words aloud. Put a stress mark (ˈ) before the syllable with the primary stress in each word. If necessary, use a dictionary to help you.

activity	conservation	traditional	destination
economic	economical	understanding	degradation

### Vocabulary

Complete these sentences, using the words in the box. Make changes where necessary.

exotic      environment      impact  
ecology      destination      conservation

- If you're interested in wildlife \_\_\_\_\_, you should go on an eco tour.
- Top \_\_\_\_\_ for ecotourism are usually national parks, forests or rural areas.
- There could be both positive and negative \_\_\_\_\_ of tourism activities on the \_\_\_\_\_.
- Water pollution and scuba-diving activities can harm the \_\_\_\_\_ of the coral reefs.
- We can find lots of different \_\_\_\_\_ flowers at the flower festival this year.

## Grammar

- 1** Make conditional sentences Type 1 from the cues given and create a story.

I'm afraid there is a traffic jam.

- (⇒ be late for class) If there is a traffic jam, I'll be late for class.
- (⇒ miss the lesson) If I'm late for class, I'll miss the lesson.
- (⇒ not do the test well) \_\_\_\_\_
- (⇒ feel very sad) \_\_\_\_\_
- (⇒ go to the gym) \_\_\_\_\_
- (⇒ keep fit) \_\_\_\_\_
- (⇒ look attractive) \_\_\_\_\_
- (⇒ be very happy) \_\_\_\_\_

- 2** Rewrite the sentences using conditional sentences Type 2.

**Example:**

You're under 18, so you can't drive a car.

⇒ If you were over 18, you could drive a car.

- I can't swim, so I'm not going scuba-diving with you.  
\_\_\_\_\_
- I want to go on an eco tour to Phu Quoc National Park, but I don't have any holiday.  
\_\_\_\_\_
- Sue doesn't have Tony's email address. She can't send him a message.  
\_\_\_\_\_
- I could make a cake for you, but there aren't any eggs in the fridge now.  
\_\_\_\_\_
- Phong doesn't have enough money so he can't travel abroad.  
\_\_\_\_\_
- I don't drive too close to the animals on safari. They don't get scared.  
\_\_\_\_\_
- I can't go to the concert because I have a lot of homework to do.  
\_\_\_\_\_
- Nam doesn't have a camera, so he can't take pictures of his trip.  
\_\_\_\_\_

**3 What does the if-clause in each sentence mean? Write a sentence with *is*, *isn't* or *might* to explain it.**

1. If your test score was high, your father could give you a reward.  
⇒ The test score isn't high.
2. If your test score is high, your father will give you a reward.  
⇒ The test score might be high.
3. If my computer was working, I would send her an email right away.  
\_\_\_\_\_
4. If it snows tonight, you can't go out.  
\_\_\_\_\_

5. If this golden block is made of pure gold, we'll be rich.  
\_\_\_\_\_
6. If my father were here now, he'd know how to fix this bicycle.  
\_\_\_\_\_
7. If the air was not polluted, our quality of life would be better.  
\_\_\_\_\_
8. If John calls, can you take a message for me?  
\_\_\_\_\_

# PROJECT

**1 Work in groups of 8 to 10. Carry out a survey to find out who in your group has been on an eco tour and who has never been on one. Use the following survey table as a guide.**

Student's name	Has been on an eco tour			Has never been on an eco tour		
	Where?	When?	Enjoyed it?	Wants to go?	If yes, where?	If no, why?
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

**2 Present your group's findings to the whole class.**

## NOW YOU CAN

- Talk about ecotourism, its benefits and principles
- Pronounce words of more than three syllables with correct stress patterns
- Use conditional sentences Types 1 and 2 to talk about present or future activities and events that are real/probable or unreal/not probable
- Write a travel brochure for an eco tour

# REVIEW 4

## UNITS 9-10

### LANGUAGE

#### Vocabulary

**1** Complete these sentences using the correct forms of the words in brackets.

- The \_\_\_\_\_ world is the world of trees, rivers, animals and birds. (nature)
- Drinking water in this area is highly \_\_\_\_\_ by waste. (pollute)
- Governments are nowadays playing an active role in \_\_\_\_\_ protection. (environment)
- All countries around the world should make plans for \_\_\_\_\_ development. (sustain)
- Scientists are studying the \_\_\_\_\_ effects of global warming. (ecology)

**2** Complete the following sentences with suitable words from the box.

protect   acid rain   pollution  
global warming   deforestation

- Air \_\_\_\_\_ is threatening the health of older people and children.
- All efforts should be made to reduce the negative impacts of \_\_\_\_\_ on climate change and human health.
- \_\_\_\_\_ and land use for agriculture are destroying rare plants and wildlife.
- The ozone layer helps \_\_\_\_\_ us from the sun's rays.
- \_\_\_\_\_ has a terrible effect on forests and life in rivers and lakes.



#### Pronunciation

**3** Sort out the words according to their stress patterns and read them aloud. The ones in the first row have been done as examples.

pollution	economy	conservation	poverty
protection	environment	newsletter	composition
relaxation	ecology	chemical	awareness
sustainable	preservation	solution	energy

#### Grammar

**4** Rewrite these sentences using reported speech.

- 'People are cutting down the rainforests.'  
⇒ Mary said \_\_\_\_\_.
- 'Car pollution is a big problem in my city.'  
⇒ Tom said \_\_\_\_\_.
- 'Chemicals are destroying the ozone layer.'  
⇒ Scientists say \_\_\_\_\_.
- 'Shut the door but don't lock it.'  
⇒ He told me \_\_\_\_\_.
- 'Burning gas, oil, and coal can cause acid rain.'  
⇒ Our teacher explained \_\_\_\_\_.

**5** Put the verbs in brackets in the correct forms.

- If tourists (not throw) rubbish in the river, the water would be cleaner.
- We (go) camping this Sunday if the weather is fine.
- Many people would be out of work if that factory (close down).
- If there (be) too much noise in my office, I won't be able to do any work.
- People will suffer from noise pollution if they (build) an airport in this area.

**6** Put the verbs in brackets in the correct tenses.

- What you (do) if you go to Cuc Phuong National Park?
- I (be) grateful if you'd send me the brochure.
- If I (be) you, I (go) to Ha Long Bay.
- We will reduce air pollution if we (use) public transport.
- Sorry, I can't call her. If I (know) her number, I (phone) her.

● ● ●  
poverty

● ● ●  
pollution

● ● ● ●  
economy

● ● ● ●  
conservation

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



SKILLS

Reading

- 1 a. Read about three people describing some environmental problems and solutions.
- Environmental problems and solutions**

**Linda:** I have read about the problem of landfills. The easiest way to dispose of waste is to bury it in landfills. In many countries, the landfills have already been filled up. So in many cities, people are trying to do more recycling to reduce the amount of stuff that go into landfills.

**Jenny:** As you know, the ozone layer, which helps protect us from the sun’s very dangerous rays, has been damaged by pollution in the air. When the ozone layer gets too thin, it can cause skin cancer. One of the biggest threats to the ozone layer is the exhaust gases from cars. The best way to save the ozone layer is to drive less.

**Kate:** Today, most of our rivers and lakes, which are sources of drinking water, are being polluted by businesses, farms, homes and industries. To solve this problem, we need to treat all waste more carefully so that dangerous chemicals and bacteria don’t get into our water supply.

- b. Find words which are closest in meaning to the following.

1. rubbish dump (n)	
2. hide underground (v)	
3. serious skin disease (n)	
4. waste gases (n)	
5. process (v)	

- 2 Read the text again and write down the environmental problem each person talks about and what can be done to solve it.

	Problem	What can be done to solve the problem?
1. Linda	landfills	do more recycling
2. Jenny	_____	_____
3. Kate	_____	_____

Speaking

- 3 Work in pairs. Choose one of the following destinations for ecotourism in Viet Nam.

*Destinations for ecotourism in Viet Nam*

- Sa Pa (Lao Cai Province)
- Cat Ba National Park
- Central Highlands
- Bach Ma National Park
- Can Gio Biosphere Reserve (Ho Chi Minh City)

- 4 Answer these questions. Discuss with a partner.

1. Where do you want to go?
2. Why do you like to go there?
3. What is special about the destination?

Listening

5 Listen to the recording about Cuc Phuong National Park and fill in the missing information.

1. Cuc Phuong National Park is about \_\_\_\_\_ kilometres to the south-west of Ha Noi.
2. The park attracts both \_\_\_\_\_.
3. There are about \_\_\_\_\_ species of flora and \_\_\_\_\_ species of fauna.
4. The park offers the \_\_\_\_\_ scenery.
5. There are also trees that are over \_\_\_\_\_ years old.

Writing

- 6 Write a paragraph about one of the environmental problems and give advice on how to solve them. Use the information in the box or your own ideas.

Problem	Advice
<ul style="list-style-type: none"><li>- producing too much waste</li><li>- city landfills being nearly full</li><li>- cutting down the rain forests</li><li>- burning of gasoline as one of causes of global warming</li></ul>	<ul style="list-style-type: none"><li>- doing more recycling</li><li>- reusing products instead of throwing them away</li><li>- planting more trees</li><li>- walking, cycling, using public transport</li></ul>

Example:

Today, people are producing too much waste. The city landfills are nearly full. So we should do more recycling and ...



# GLOSSARY

## Abbreviations

**adj : adjective**

**adv : adverb**

**con : conjunction**

**n : noun**

**pre : preposition**

**pro : pronoun**

**v : verb**

**np : noun phrase**

access (v)	/ˈækses/	truy cập	Unit 8
adapt (v)	/əˈdæpt/	sửa lại cho phù hợp, thích nghi	Unit 10
address (v)	/əˈdres/	giải quyết	Unit 6
affect (v)	/əˈfekt/	ảnh hưởng	Unit 6
alert (adj)	/əˈlɜ:t/	tỉnh táo	Unit 7
altar (n)	/ˈɔ:ltə(r)/	bàn thờ	Unit 7
ancestor (n)	/ˈænsestə(r)/	ông bà, tổ tiên	Unit 7
application/app (n)	/ˌæplɪˈkeɪʃn/	ứng dụng	Unit 8
Aquarius (n)	/əˈkweəriəs/	Chòm sao Thủy bình	Unit 7
aquatic (adj)	/əˈkwætɪk/	dưới nước, sống ở trong nước	Unit 9
Aries (n)	/ˈeəri:z/	Chòm sao Bạch dương	Unit 7
article (n)	/ˈɑ:tɪkl/	bài báo	Unit 9
assignment (n)	/əˈsaɪnmənt/	bài tập lớn	Unit 7
best man (n)	/best mæn/	phù rể	Unit 7
biosphere reserve (n)	/ˈbaɪəʊsfɪə rɪˈzɜ:v/	khu dự trữ sinh quyển	Unit 10
bride (n)	/braɪd/	cô dâu	Unit 7
bridegroom / groom (n)	/ˈbraɪdgru:m / gru:m/	chú rể	Unit 7
bridesmaid (n)	/ˈbraɪdzmeɪd/	phù dâu	Unit 7
Cancer (n)	/ˈkænsə(r)/	Chòm sao Cự giải	Unit 7
Capricorn (n)	/ˈkæprɪkɔ:n/	Chòm sao Ma kết	Unit 7
caretaker (n)	ˈkeətəɪkə(r)/	người trông nom nhà	Unit 6
challenge (n)	/ˈtʃælɪndʒ/	thách thức	Unit 6
chemical (n) / (adj)	/ˈkemɪkl/	hoá chất, hoá học	Unit 9
complicated (adj)	/ˈkɒmplɪkeɪtɪd/	phức tạp	Unit 7
concentrate (v)	/ˈkɒnsntreɪt/	tập trung	Unit 8
confuse (v)	/kənˈfju:z/	làm lẫn lộn, nhầm lẫn	Unit 9
confusion (n)	/kənˈfju:zn/	sự lẫn lộn, nhầm lẫn	Unit 9
consumption (n)	/kənˈsʌmpʃn/	sự tiêu thụ, tiêu dùng	Unit 9
contaminate (v)	/kənˈtæmɪneɪt/	làm bẩn, nhiễm	Unit 9
contrast (n)	/ˈkɒntrɑ:st/	sự tương phản, sự trái ngược	Unit 7
contrast (v)	/kənˈtrɑ:st/	tương phản, khác nhau	Unit 7
crowded (adj)	/ˈkraʊdɪd/	đông đúc	Unit 7
damage (v)	/ˈdæmɪdʒ/	làm hại, làm hỏng	Unit 9
decent (adj)	/ˈdi:snt/	đàng hoàng, tử tế	Unit 7
deforestation (n)	/ˌdi:ˌfɒrɪˈsteɪʃn/	sự phá rừng, sự phát quang	Unit 9
degraded (adj)	/dɪˈgreɪdɪd/	giảm sút chất lượng	Unit 9
deplete (v)	/dɪˈpli:t/	làm suy yếu, cạn kiệt	Unit 9
depletion (n)	/dɪˈpli:tʃn/	sự suy yếu, cạn kiệt	Unit 9
destruction (n)	/dɪˈstrʌkʃn/	sự phá huỷ, tiêu diệt	Unit 9
device (n)	/dɪˈvaɪs/	thiết bị	Unit 8
digital (adj)	/ˈdɪdʒɪtl/	kĩ thuật số	Unit 8
disadvantage (n)	/ˌdɪsədˈvɑ:ntɪdʒ/	nhược / khuyết điểm	Unit 8

discharge (v)	/dɪs'tʃɑːdʒ/	thải ra, xả ra	Unit 10
discrimination (n)	/dɪˌskrɪmɪ'neɪʃn/	phân biệt đối xử	Unit 6
diversity (n)	/daɪ'vɜːsəti/	sự đa dạng, phong phú	Unit 7
eco-friendly (adj)	/iːkəʊ'frendli/	thân thiện với môi trường	Unit 10
ecology (n)	/ɪ'kɒlədʒi/	hệ sinh thái	Unit 10
ecosystem (n)	/iːkəʊsɪstəm/	hệ sinh thái	Unit 9
ecotourism (n)	/iːkəʊˌtʊərɪzəm/	du lịch sinh thái	Unit 10
editor	/'edɪtə(r)/	biên tập viên	Unit 9
educate (v)	/'edʒukeɪt/	giáo dục	Unit 8
education (n)	/ˌedʒu'keɪʃn/	nền giáo dục	Unit 6
educational (adj)	/ˌedʒu'keɪʃənl/	có tính / thuộc giáo dục	Unit 8
effective (adj)	/ɪ'fektɪv/	có hiệu quả	Unit 6
eliminate (v)	/ɪ'lɪmɪneɪt/	xóa bỏ	Unit 6
encourage (v)	/ɪn'kʌrɪdʒ/	động viên, khuyến khích	Unit 6
engaged (adj)	/ɪn'geɪdʒd/	đính hôn, đính ước	Unit 7
engagement (n)	/ɪn'geɪdʒmənt/	sự đính hôn, sự đính ước	Unit 7
enrol (v)	/ɪn'rəʊl/	đăng kí nhập học	Unit 6
enrolment (n)	/ɪn'rəʊlmənt/	sự đăng kí nhập học	Unit 6
entertain (v)	/entə'teɪn/	tiếp đãi, giải trí	Unit 10
equal (adj)	/'iːkwəl/	ngang bằng	Unit 6
equality (n)	/'iːkwələti/	ngang bằng, bình đẳng	Unit 6
exotic (adj)	/ɪg'zɒtɪk/	từ nước ngoài đưa vào; đẹp kì lạ	Unit 10
export (n)	/'eksɒːt/	sự xuất khẩu, hàng xuất	Unit 7
export (v)	/ɪk'spɒːt/	xuất khẩu	Unit 7
fauna (n)	/'fɔːnə/	hệ động vật, quần thể động vật	Unit 10
favourable (adj)	/'feɪvərəbl/	thuận lợi	Unit 7
fertilizer (n)	/'fɜːtəlaɪzə(r)/	phân bón	Unit 9
fingertip (n)	/'fɪŋgətɪp/	đầu ngón tay	Unit 8
flora (n)	/'flɔːrə/	hệ thực vật, quần thể thực vật	Unit 10
force (v)	/fɔːs/	bắt buộc, ép buộc	Unit 6
fortune (n)	/'fɔːtʃuːn/	vận may, sự giàu có	Unit 7
fossil fuel (np)	/'fɒsl 'fjuːəl/	nhiên liệu (làm từ sự phân huỷ của động hay thực vật tiền sử)	Unit 9
funeral (n)	/'fjuːnərəl/	đám tang	Unit 7
garter (n)	/'gɑːtə(r)/	nịt bít tất	Unit 7
Gemini (n)	/'dʒemɪnaɪ / 'dʒemɪni/	Chòm sao Song tử	Unit 7
gender (n)	/'dʒendə(r)/	giới, giới tính	Unit 6
global warming (np)	/'gləʊbl 'wɔːmɪŋ/	sự nóng lên toàn cầu	Unit 9
government (n)	/'gʌvənmənt/	chính phủ	Unit 6
greenhouse effect (np)	/'griːnhaʊs ɪ'fekt/	hiệu ứng nhà kính	Unit 9
handkerchief (n)	/'hæŋkətʃɪf / 'hæŋkətʃiːf/	khăn tay	Unit 7
high status (np)	/haɪ 'steɪtəs/	có địa vị cao, có vị trí cao	Unit 7
honeymoon (n)	/'hʌnɪmuːn/	tuần trăng mật	Unit 7
horoscope (n)	/'hɒrəskəʊp/	số tử vi, cung Hoàng đạo	Unit 7
identify (v)	/aɪ'dentɪfaɪ/	nhận dạng	Unit 8
impact (n)	/'ɪmpækt/	ảnh hưởng	Unit 10

# GLOSSARY

import (n)	/ˈɪmpɔːt/	sự nhập khẩu, hàng nhập	Unit 7
import (v)	/ɪmˈpɔːt/	nhập khẩu	Unit 7
improve (v)	/ɪmˈpruːv/	cải thiện / tiến	Unit 8
income (n)	/ˈɪnkʌm/	thu nhập	Unit 6
inequality (n)	/ˌɪniˈkwɒləti/	không bình đẳng	Unit 6
influence (v)	/ˈɪnfluəns/	ảnh hưởng, tác dụng	Unit 9
influence (n)	/ˈɪnfluəns/	sự ảnh hưởng	Unit 7
inorganic (adj)	/ˌɪnɔːˈɡæniːk/	vô cơ	Unit 9
instruction (n)	/ɪnˈstrʌkʃn/	hướng / chỉ dẫn	Unit 8
legend (n)	/ˈledʒənd/	truyền thuyết, truyện cổ tích	Unit 7
lentil (n)	/ˈlentl/	đậu lăng, hạt đậu lăng	Unit 7
Leo (n)	/ˈliːəʊ/	Chòm sao Sư tử	Unit 7
Libra (n)	/ˈliːbrə/	Chòm sao Thiên bình	Unit 7
life partner (np)	/laɪf ˈpaːtnə(r)/	bạn đời	Unit 7
limitation (n)	/ˌlɪmɪˈteɪʃn/	hạn chế, giới hạn	Unit 6
loneliness (n)	/ˈləʊnlɪnəs/	sự cô đơn	Unit 6
long-term (adj)	/ˌlɒŋ-ˈtɜːm/	dài hạn, lâu dài	Unit 9
maggie (n)	/ˈmæɡpaɪ/	chim chích chòe	Unit 7
majority (n)	/məˈdʒɔːrəti/	phần lớn	Unit 7
mass-media	/mæs-ˈmiːdiə/	đa truyền thông	Unit 9
mystery (n)	/ˈmɪstri/	điều huyền bí, bí ẩn	Unit 7
native (adj)	/ˈneɪtɪv/	bản ngữ	Unit 8
object (v)	/əbˈdʒekt/	phản đối, chống lại	Unit 7
object (n)	/ˈɒbdʒɪkt/	đồ vật, vật thể	Unit 7
opportunity (n)	/ˌɒpəˈtjuːnəti/	cơ hội	Unit 6
personal (adj)	/ˈpɜːsənl/	cá nhân	Unit 6
pesticide (n)	/ˈpestɪsaɪd/	thuốc trừ sâu	Unit 9
Pisces (n)	/ˈpaɪsiːz/	Chòm sao Song ngư	Unit 7
polar ice melting	/ˈpəʊlə(r) aɪs ˈmeltɪŋ/	sự tan băng ở địa cực	Unit 9
pollutant (n)	/pəˈluːtənt/	chất ô nhiễm	Unit 9
pollute (v)	/pəˈluːt/	gây ô nhiễm	Unit 9
pollution (n)	/pəˈluːʃn/	sự ô nhiễm	Unit 9
portable (adj)	/ˈpɔːtəbl/	xách tay	Unit 8
preference (n)	/ˈprefrəns/	thích hơn, thiên vị	Unit 6
present (adj)	/ˈpreznt/	có mặt, hiện tại	Unit 7
present (v)	/prɪˈzent/	đưa ra, trình bày	Unit 7
present (n)	/ˈpreznt/	món quà	Unit 7
preservation (n)	/ˌprezəˈveɪʃn/	sự bảo tồn, duy trì	Unit 9
preserve (v)	/prɪˈzɜːv/	giữ gìn, bảo tồn	Unit 9
prestigious (adj)	/preˈstɪdʒəs/	có uy tín, có thanh thế	Unit 7
progress (n)	/ˈprɒɡres/	tiến bộ	Unit 6
property (n)	/ˈprɒpəti/	tài sản	Unit 6
proposal (n)	/prəˈpəʊzl/	sự cầu hôn	Unit 7
protect (v)	/prəˈtekt/	bảo vệ, che chở	Unit 9
protection (n)	/prəˈtekʃn/	sự bảo vệ, che chở	Unit 9
protest (n)	/ˈprəʊtest/	sự phản kháng, sự phản đối	Unit 7
protest (v)	/prəˈtest/	phản kháng, phản đối	Unit 7

pursue (v)	/pə'sjuː/	theo đuổi	Unit 6
qualified (adj)	/'kwɒlɪfaɪd/	đủ khả năng/năng lực	Unit 6
rebel (v)	/rɪ'bel/	nổi loạn, chống đối	Unit 7
rebel (n)	/'rebl/	kẻ nổi loạn, kẻ chống đối	Unit 7
remarkable (adj)	/rɪ'mɑːkəbl/	đáng chú ý, khác thường	Unit 6
right (n)	/raɪt/	quyền lợi	Unit 6
ritual (n)	/'rɪtʃuəl/	lễ nghi, nghi thức	Unit 7
Sagittarius (n)	/,sædʒɪ'teəriəs/	Chòm sao Nhân mã	Unit 7
Scorpio (n)	/'skɔːpiəʊ/	Chòm sao Thiên yết	Unit 7
sewage (n)	/'suːɪdʒ/	nước cống	Unit 9
software (n)	/'sɒftweə(r)/	phần mềm	Unit 8
solution (n)	/sə'lʊːʃn/	giải pháp, cách giải quyết	Unit 9
soul (n)	/səʊl/	linh hồn, tâm hồn	Unit 7
sue (v)	/sjuː/	kiện	Unit 6
superstition (n)	/,suːpə'stɪʃn/	sự tin ngườg, mê tín	Unit 7
superstitious (adj)	/,suːpə'stɪʃəs/	mê tín	Unit 7
sustainable (adj)	/sə'steɪnəbl/	không gây hại cho môi trường; bền vững	Unit 10
sweep (v)	/swiːp/	quét	Unit 7
syllable (n)	/'sɪləbl/	âm tiết	Unit 8
take place	/teɪk pleɪs/	diễn ra	Unit 7
Taurus (n)	/'tɔːrəs/	Chòm sao Kim ngưu	Unit 7
technology (n)	/tek'nɒlədʒi/	công nghệ	Unit 8
touch screen (np)	/tʌtʃ skriːn/	màn hình cảm ứng	Unit 8
tour guide (n)	/tʊə 'gaɪd/	hướng dẫn viên du lịch	Unit 10
treatment (n)	/'triːtmənt/	sự đối xử	Unit 6
vegetation (n)	/,vedʒə'teɪʃn/	cây cỏ, thực vật	Unit 9
veil (n)	/veɪl/	mạng che mặt	Unit 7
venture (n)	/'ventʃə(r)/	dự án hoặc công việc kinh doanh	Unit 7
violence (n)	/'vaɪələns/	bạo lực; dữ dội	Unit 6
violent (adj)	/'vaɪələnt/	có tính bạo lực, hung dữ	Unit 6
Virgo (n)	/'vɜːgəʊ/	Chòm sao Xử nữ	Unit 7
voice recognition (np)	/,vɔɪs rekəg'nɪʃn/	nhận dạng tiếng nói	Unit 8
wage (n)	/weɪdʒ/	tiền lương	Unit 6
wealth (n)	/welθ/	sự giàu có, giàu sang, của cải	Unit 7
wedding ceremony (np)	/'wedɪŋ 'serəməni/	lễ cưới	Unit 7
wedding reception (np)	/'wedɪŋ rɪ'sepʃn/	tiệc cưới	Unit 7
workforce (n)	/'wɜːkfɔːs/	lực lượng lao động	Unit 6



*Chịu trách nhiệm xuất bản :*

Chủ tịch Hội đồng Thành viên kiêm Tổng Giám đốc NGUYỄN NGÔ TRẦN ÁI

Phó Tổng Giám đốc kiêm Tổng biên tập GS. TS VŨ VĂN HÙNG

*Biên tập nội dung :* LÊ THỊ HUỆ – TRẦN THU HÀ – KEISHA K. NIGHT – ELIZABETH HOPLIN

*Biên tập mỹ thuật :* NGUYỄN BÍCH LA

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## **TIẾNG ANH 10 – SÁCH HỌC SINH – TẬP HAI**

Mã số : CH029M4

Số ĐKKH xuất bản : 01-2014/CXB/471-1062/GD

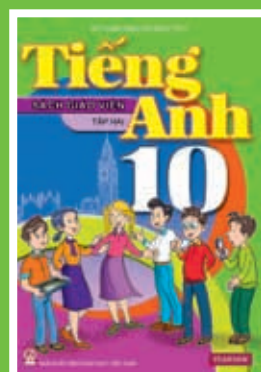
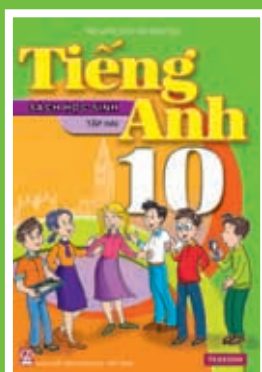
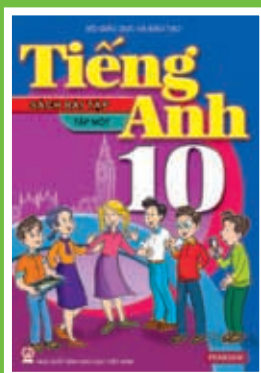
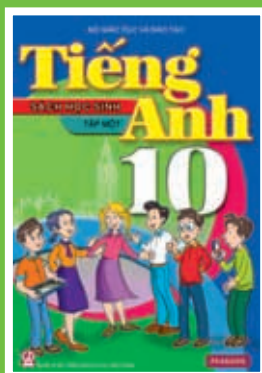
In bản (QĐ ), khổ 20.5 × 29 (cm)

In tại :

Địa chỉ :

In xong và nộp lưu chiểu tháng năm 2014.

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hoặc các cửa hàng sách của Nhà xuất bản Giáo dục Việt Nam :

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- **Tại Website bán hàng trực tuyến :** [www.sach24.vn](http://www.sach24.vn)

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